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AUTHOR Erickson, Donald K.; And Others
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ABSTRACT

Summarized are the findings from a 1977 survey to identify current policies, resources, and services for the education of gifted and talented children in all 50 states and U.S. territories, conducted by the Council for Exceptional Children for the Office of Education's Office of Gifted and Talented. Included in the section on the survey's history is a discussion of the 1971 Marland Report. Findings and observations, and study comparisons with the Marland Report, are discussed in terms of gifted and talented children, state policy and personnel, federal and state funding, and preparation of personnel. A general summary of findings is also presented. Among the conclusions drawn was that the status of gifted and talented education in the U.S. has improved since 1971-72. Individual profiles for each state and territory include information on policy base, resources, services, and professional preparation. Included in the appendix is a listing of information services for the gifted and talented. (DLS)

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The Nation's Commitment to the Education of Gifted and Talented Children and Youth

Summary of Findings from a 1977 Survey of States and Territories

Prepared for the United States Office of Education
Office of Gifted and Talented
by
The Council for Exceptional Children
Reston, Virginia

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The design, development and implementation of a national survey, even a relatively uncomplicated one, is no small task. From the point of earliest conceptualization to the final reporting of results the survey path is filled with hidden landmines ready to explode at the slightest provocation. For the most part those mines are only impact devices and their detonation does not result in fatalities. A number of individuals and groups helped guide the project through that path and recognition is hereby given to them.

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- James Fisher - Maryland
- Diane Erbert Peterson - Arizona
- Joyce Runyon - Florida
- William Vassar - Connecticut

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- Genelle Christensen - Idaho
- Edith Munro - Iowa
- James Turner - South Carolina
- William Vassar - Connecticut

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- Alan Abeson
- Joseph Ballard
- Scottie Higgins
- Jean Nazzaro
- Fred Weintraub
- Jeffery Zettel

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Donald K. Erickson
Project Director

Abbreviations Used in This Report

AP	administrative policy
BD	being developed
CCSSO	Council of Chief State School Officer
CEC	The Council for Exceptional Children
DNR	data not reported
ESEA	Elementary and Secondary Education Act
FTE	full-time equivalent
g	a State's law affecting education of the gifted and talented is within general education statutes
gr	graduate
G/T	gifted and talented
IEU	intermediate education unit
LEA	local education agency
N.D.E.A.	National Defense Education Act
OE	Office of Education
OGT	Office of Gifted and Talented
OMB	Office of Management and Budget
PL	Public Law
RBD	records being developed
s	a State's law affecting education of the gifted and talented is within special education statutes
S	statute
SEA	state education agency
SP	state plan
ug	undergraduate

Part I
History of the Survey

- *It is a waste of limited financial resources to develop special educational programs for gifted children. They are bright enough to make it without extra help.*
- *A tragic waste of one of America's most valuable resources is the educational neglect we impose on our gifted and talented children.*

The United States' commitment to the education of its gifted and talented children during the past twenty years can be plotted somewhere between these two extreme positions. For the better part of those two decades the general response to the gifted can be characterized by benign neglect, political indifference, gifted-as-a-fad, and short-lived bursts of interest motivated by specific global pressures. Prior to the early 1970's there was no evidence of sustained national interest in or commitment to the education of gifted and talented children.

THE 1971 MARLAND REPORT

But a change was coming. In mid-1971, U.S. Commissioner of Education, Sidney Marland, completed a comprehensive, Congressionally mandated study and delivered a status report to the Congress on "education of gifted and talented children" in the United States. The picture presented in that report was not one to evoke national pride. But that report did mark the beginning of a commitment to strengthen a national weakness. It signaled the beginning of a broad based and sustained interest in developing appropriate educational programs for gifted and talented children.

The 1971 Marland report to Congress stimulated the appearance of a number of new advocates for the gifted and talented. One of the most prominent of these has been the United States Office of Education's Office of Gifted and Talented (OGT), established in 1972 under the Special Projects Act of PL 93-380. The activities conducted by this office have focused national attention both on the needs of this special segment of our society and on the great potential benefit to the country if these needs are met. Federal funds under the Special Projects Act and other federal programs began to filter into the States for the development of programs. States began or increased the allocation of their own funds to gifted and talented efforts. Personnel training programs were expanded, and as evidence grew that states were making policy commitments to the education of these children, OGT decided to follow up on a portion of the Marland data by taking the pulse of the educational effort for gifted and talented children in the United States to see how far the nation had come in five years. And to see how far it still had to go.

THE CEC SURVEY

In October 1976 OGT awarded an "information" contract to The Council for Exceptional Children.[1] One of the five tasks to be accomplished in this contract was to develop, conduct, and report the results of a national survey. The survey would identify current policies, resources, and services for the education of gifted and talented children in all 50 states and U.S. territories. This document contains the results of that survey. But before presenting the findings of the survey itself, a few comments are in order about the development and clearance of the survey instrument.

The information to be collected in the survey was set forth in the Request for Proposal issued by OGT. CEC's proposal addressed those requirements which called for a ". . .State Education Agency survey which will (1) elicit the current existence, status, and capacity of information systems and data bases within those states as related to legislation, resources, and existence of programs and services to gifted and talented children; and (2) will produce currently available data from those sources."

A universe of specific response items was developed for each of the major survey categories. They were compared with the contract to make certain that all required data elements were included. Previous formal and informal surveys were examined, particularly the one conducted as part of Commissioner Marland's study in 1971, and items were added or modified so that comparisons with previous data would be possible. Within-category and cross-category items were examined for clarity, redundance, answerability, violation of personal privacy, comprehensiveness, amount of time required to respond, and overall utility in meeting the requirements of the study. A first draft of the instrument was then presented to OGT personnel, modified from their response, and then given approval.

The survey instrument was then presented to a review panel representing the Chief State School Officers. This panel, the Committee on Evaluation and Information Services, offered suggestions for modification and asked that the revised questionnaire be pilot tested in five states. State education agency personnel in Arizona, Connecticut, Florida, Kansas, and Maryland agreed to participate in this review. The designated consultant for, or coordinator of, gifted programs in each state was sent a draft copy of the entire survey along with instructions for completing it. They were asked to respond to each item, to comment on any item, to suggest modifications, additions and/or deletions, and to record the amount of time it took them to complete the entire questionnaire. All of the pilot respondents were very positive in their evaluation of the survey. The recommendations they made for changes were incorporated into the next draft which was presented again to the Committee on Evaluation and Information Services. It was approved unanimously.

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[1] See Appendix A for a brief summary of the contract awarded to CEC.

The revised questionnaire was then reviewed and approved by the Forms Clearance Office and the Educational Data Acquisition Council of the U.S. Office of Education. Each procedure resulted in further modifications. Finally, the questionnaire was submitted to the Office of Management and Budget (OMB) where, after additional changes, it was granted an eight-digit identification number in April, 1977 which signified that it was approved for distribution to the states and territories by a project using federal funds!

After approvals were received, a cover letter (Appendix B), instructions for completing the survey (Appendix C), and the survey itself (Appendix D), were sent to the Chief State School Officer in each state and territory. Copies were also sent to each state's consultant for gifted and talented programs as well as to the state's representative from the Chief State School Officers' Committee on Evaluation and Information Systems. A survey was also sent to the Director of the Bureau of Indian Affairs.

The initial return rate was excellent. With some followup telephone calls and letters, the final response included completed questionnaires from all 50 states, the District of Columbia, and five territories.

An initial cursory analysis of the returns revealed a major difficulty in the consistency of the data reported. Some items on the survey asked for "current" information and others requested quantitative data for the school year 1975-76. Since the surveys were being completed at the end of the 1976-77 school year, many states responded with current data to all items. Consequently, the reported quantitative data could not always be compared across the states.

To resolve this problem, each state was contacted by telephone and the original respondent was asked to supply quantitative data for both the 1975-76 and the 1976-77 school years. Both years are reported in the individual state profiles and the summary tables that follow. What was initially a problem became a blessing in disguise when it provided an opportunity for growth comparisons that would have otherwise been impossible.

One final word. All data conveyed in this report, except where specifically stated otherwise, are information reported by state personnel as being accurate AS OF JUNE, 1977. In some cases, estimated data were reported. We accepted that as "accurate" data. Occasionally, a report would state that something was definitely going to happen in September 1977 (e.g., "A consultant for the gifted and talented will be hired and begin working on September 1, 1977.") That person was not counted in the state's resources in this report. Only the information that was true as of June, 1977 is included in this report.

A substantial amount of progress has been made in the nation's commitment to educational programs for the gifted and talented in the last five years. A substantial amount of progress still waits to be made. That is the message of this report.

Part II
Findings and Observations

A survey of the type conducted in this study produces an extremely large volume of statistical information and an unlimited number of potential analyses. Because each reader will bring his or her own interests and needs to the information contained in this report, a decision was made to present facts and leave the interpretation and the implications of the facts to the reader. This was not always easy to do because some conclusions literally jumped off the pages while others very subtly teased the writers. Statistical data, as neat as it appears on the surface, is usually influenced by many variables, some of which are known and some not. Thus, the data are presented as reported by each state and territory *as of June, 1977*.

Throughout this report when reference is made to "the States," it should be understood to mean the 50 States and the District of Columbia unless specifically stated otherwise. "The Territories," for shorthand purposes, will include the Bureau of Indian Affairs as well as American Samoa, the Canal Zone, Guam, Puerto Rico, the Trust Territories and the Virgin Islands. Unless specifically mentioned in a given summary these seven jurisdictions are *not* included since most of their responses to all parts of the survey was either "no" or "data not available."

The "raw" data gathered by this survey appears in Part V. In Part V a profile has been constructed for each state and territory based on the actual responses to the survey questions provided by state personnel. Part II uses tables and symbols to present a summary of the status of gifted and talented education in the United States as uncovered by the survey. Part II contains six sections:

- Gifted and Talented Children: How many are identified and receiving services?
- State Policy: How many states have a legal base for gifted and talented programs?
- State Personnel: How many people are designated to work on behalf of gifted programs at the state level?
- Federal and State Funding: How many dollars are being committed to programs for the gifted and talented?
- Preparation of Personnel: How many pre- and in-service training programs are available to persons entering or already involved in gifted and talented education?
- Other Findings: What are some of the survey findings that are not incorporated in the five previous sections?

GIFTED AND TALENTED CHILDREN

How many gifted and talented children are there in the United States? How many of them have been identified and are receiving some type of special educational services? Table 2-1 suggests answers to these and other questions for the 1975-76 school years, and Table 2-2 does the same for the 1976-77 school year. To help in the use of these tables, please note the column descriptions below:

- Column 1—Total School Population. The figure entered in this column is the total number of school-age children (5-17 years) as reported by the National Census Bureau.
- Column 2—Estimated Total: Gifted and Talented School Population. The figure appearing in this column was derived by taking 3% of column 1. (Three percent is considered to be a *conservative* estimate of the number of gifted and talented children in the general population.)
- Column 3—Gifted and Talented Students Receiving Services. The figure in this column was reported by state education agency personnel on the survey form. (A "DNR" entry in this column indicates "data not reported.")
- Column 4—Percentage of Total Estimated *Gifted and Talented* Population who are reported as Receiving Special Services. This figure was derived by dividing column 3 by column 2.
- Column 5—Percentage of the Total School Population who are Reported as Gifted and/or Talented and are Receiving Special Services. This figure was derived by dividing column 3 by column 1.

Table 2-1

Gifted and Talented Children in the United States: 1975-76 School Year

State	Total School Population Fall 1975	Estimated Total G/T School Population (3% of Col 1)	G/T Children Reported Receiving Services	% of Estimated Total G/T Population Receiving Services (Col 3 ÷ Col 2)	% of Total School Population Reported as G/T & Receiving Services (Col 3 ÷ Col 1)
Alabama	759,346	22,780	DNR	—	—
Alaska	89,295	2,679	253	9.4	.28
Arizona	492,995	14,790	6,403	43.3	1.3
Arkansas	456,703	13,701	DNR	—	—
California	4,419,571	132,587	195,000	147.1	4.4
Colorado	569,128	17,074	253	1.5	.04
Connecticut	652,449	19,573	6,500	33.2	1.0
Delaware	127,476	3,824	1,000	26.2	.78
Florida	1,551,373	46,541	20,143	43.3	1.3
Georgia	1,090,292	32,709	24,000	73.4	2.2
Hawaii	176,430	5,293	DNR	—	—
Idaho	196,616	5,898	400	6.8	.2
Illinois	2,269,892	68,097	DNR	—	—
Indiana	1,173,863	35,216	DNR	—	—
Iowa	612,111	18,363	DNR	—	—
Kansas	448,064	13,442	1,000	7.4	.22
Kentucky	691,612	20,748	DNR	—	—
Louisiana	847,202	25,416	DNR	—	—
Maine	250,931	7,528	DNR	—	—
Maryland	880,927	26,428	7,500	28.4	.85
Massachusetts	1,198,410	35,952	DNR	—	—
Michigan	2,073,288	62,199	1,600	2.6	.08
Minnesota	879,944	26,398	22,500	85.2	2.6
Mississippi	512,407	15,372	1,500	9.8	.29
Missouri	965,360	28,961	2,583	8.9	.27
Montana	171,788	5,154	500	9.7	.29
Nebraska	315,669	9,470	6,888	72.7	2.2
Nevada	139,745	4,192	DNR	—	--
New Hampshire	174,597	5,238	DNR	—	—
New Jersey	1,458,000	43,740	DNR	—	—
New Mexico	274,612	8,238	310	3.8	.11
New York	3,406,015	102,180	DNR	—	—
North Carolina	1,184,996	35,550	36,343	102.2	3.1
North Dakota	131,331	3,940	148	3.8	.11
Ohio	2,292,647	68,779	DNR	—	—
Oklahoma	594,816	17,844	140	.8	.02
Oregon	477,559	14,327	DNR	—	—
Pennsylvania	2,246,218	67,387	19,053	28.3	.85
Rhode Island	176,317	5,290	DNR	—	—
South Carolina	629,729	18,892	DNR	—	—
South Dakota	151,217	4,537	DNR	—	—
Tennessee	876,926	26,308	DNR	—	—
Texas	2,812,888	84,387	DNR	—	—
Utah	309,708	9,291	DNR	—	—
Vermont	104,874	3,146	DNR	—	—
Virginia	1,103,669	33,110	25,000	75.5	2.3
Washington	785,449	23,563	1,300	5.5	.17
West Virginia	404,119	12,124	1,841	15.2	.46
Wisconsin	964,219	28,927	DNR	—	—
Wyoming	88,184	2,646	DNR	—	—
District of Columbia	129,969	3,899	DNR	—	—

(Continued on next page)

Table 2-1 continued

Gifted and Talented Children in the United States: 1975-76 School Year

State	Total School Population Fall 1975	Estimated Total G/T School Population (3% of Col 1)	G/T Children Reported Receiving Services	% of Estimated Total G/T Population Receiving Services (Col 3 ÷ Col 2)	% of Total School Population Reported as G/T & Receiving Services (Col 3 ÷ Col 1)
Totals	44,790,946[a]	1,343,728[a]	382,158		
Adjusted Totals	22,161,852[b]	664,855[c]	382,158	57.5%[d]	1.72%[d]

[a] Excluded from this figure are data from the territories. In the 1975-76 school year, there were 771,268 school-age children in the territories. Using 3% of the total school population as a conservative estimate, there were at least 23,138 gifted and talented children. Only Puerto Rico reported gifted and talented children receiving services (4,166, a figure which represented .6% of their school-age population: 697,159).

[b] This figure represents the total school-age population only in those states reporting the number of gifted and talented children receiving services. This figure was used as the base in deriving the adjusted total percentage in column 5.

[c] This figure represents the estimated total number of gifted and talented school-age children only in those states reporting the number of gifted and talented students receiving services. This figure was used as the base in deriving the adjusted total percentage in column 4.

[d] These figures were derived with base data only from the states reporting the number of gifted and talented children receiving services. See notes b and c above.

Table 2-2

Gifted and Talented Children in the United States: 1976-77 School Year

State	Total School Population Fall 1976	Estimated Total G/T School Population (3% of Col. 1)	G/T Children Reported Receiving Services	% of Estimated Total G/T Population Receiving Services (Col 3 ÷ Col 2)	% of Total School Population Reported as G/T & Receiving Services (Col 3 ÷ Col 1)
Alabama	752,507	22,575	DNR	—	—
Alaska	91,190	2,736	DNR	—	—
Arizona	502,817	15,085	9,000	59.7	1.8
Arkansas	460,593	13,818	DNR	—	—
California	4,380,300	131,409	198,000	150.7	4.5
Colorado	570,000	17,100	322	1.9	.06
Connecticut	635,000	19,050	7,100	37.3	1.1
Delaware	122,273	3,668	1,300	35.4	1.1
Florida	1,537,336	46,120	DNR	—	—
Georgia	1,095,142	32,854	24,340	74.1	2.2
Hawaii	174,943	5,248	DNR	—	—
Idaho	200,005	6,000	1,200	20.0	.6
Illinois	2,238,129	67,144	DNR	—	—
Indiana	1,163,179	34,895	DNR	—	—
Iowa	605,127	18,154	DNR	—	—
Kansas	436,526	13,096	1,500	11.5	.34
Kentucky	694,000	20,820	DNR	—	—
Louisiana	839,499	25,185	2,000	7.9	.24
Maine	248,822	7,465	DNR	—	—
Maryland	860,929	25,828	20,000	77.4	2.3
Massachusetts	1,168,837(est.)	35,065(est.)	DNR	—	—
Michigan	2,035,703	61,071	1,600	2.6	.08
Minnesota	862,591	25,878	24,000	92.7	2.8
Mississippi	510,209	15,306	2,100	13.7	.41
Missouri	950,142	28,504	4,263	15.0	.45

(Continued on next page)

Table 2-2 continued

Gifted and Talented Children in the United States: 1976-77 School Year

State	Total School Population Fall 1976	Estimated Total G/T School Population (3% of Col. 1)	G/T Children Reported Receiving Services	% of Estimated Total G/T Population Receiving Services (Col 3 ÷ Col 2)	% of Total School Population Reported as G/T & Receiving Services (Col 3 ÷ Col 1)
Montana	170,552	5,117	500	9.8	.29
Nebraska	312,024	9,361	8,540	91.2	2.7
Nevada	141,791	4,254	DNR	—	—
New Hampshire	175,496	5,265	DNR	—	—
New Jersey	1,427,000	42,810	5,700	13.3	.40
New Mexico	284,719	8,542	911	10.7	.32
New York	3,378,997	101,370	DNR	—	—
North Carolina	1,191,316	35,739	39,691	111.1	3.3
North Dakota	129,106	3,873	188	4.9	.15
Ohio	2,249,440	67,483	14,000	20.7	.62
Oklahoma	597,665	17,930	2,006	11.2	.34
Oregon	474,707	14,241	DNR	—	—
Pennsylvania	2,193,673	65,810	29,000	44.1	1.3
Rhode Island	172,373	5,171	1,759	34.0	1.0
South Carolina	620,711	18,621	2,312	12.4	.37
South Dakota	148,080	4,442	400	9.0	.27
Tennessee	841,974	25,259	6,000	23.8	.71
Texas	2,822,754	84,683	DNR	—	—
Utah	314,471	9,434	2,086	22.1	.66
Vermont	104,356	3,131	200	6.4	.19
Virginia	1,100,723	33,022	25,000	75.7	2.3
Washington	780,730	23,422	1300	5.6	.17
West Virginia	404,771	12,143	DNR	—	—
Wisconsin	945,337	28,360	1,300	4.6	.14
Wyoming	90,587	2,718	DNR	—	—
District of Columbia	125,848	3,775	DNR	—	—
Totals	44,335,000[a]	1,330,050[a]	437,618		
Adjusted Totals	27,585,386[b]	827,561[c]	437,618	529[d]	1.59[d]

[a] Excluded from this figure are data from the territories. In the 1976-77 school year there were 762,157 school-age children in the territories. Using 3% of the total population as a conservative estimate, there were at least 22,865 gifted and talented children. None of the territories reported data on the number of gifted and talented children during 1976-77.

[b] This figure represents the total school-age population only in those states reporting the number of gifted and talented students receiving services. This figure was used as the base in deriving the adjusted total percentage in column 5.

[c] This figure represents the estimated total number of gifted and talented school-age children only in those states reporting the number of gifted and talented students receiving services. This figure was used as the base in deriving the adjusted total percentage in column 4.

[d] These figures were derived with base data only from the states reporting the number of gifted and talented children receiving services. See notes b and c above.

Gifted and Talented Children: Some Data Based Observations

No one knows precisely how many gifted and/or talented school-age children and youth there are in the United States. However, very few objections for excessive estimation would be raised to using 3% of the general school age population as a *conservative estimate* for this group. It can be safely stated that there were *at least* 1,352,915 gifted and talented school-age persons in the U.S. and its territories during the 1976-77 school year. If the upper range of the conservative estimate is used (4.8% according to the Marland report) then there were *at least* 2,164,663 gifted and talented children in 1976-77.

Table 2-2 indicates that only seven states report data that suggest that they are identifying and providing special gifted and talented educational services to 2% or more of their school-age children. Only two states identify and serve 3% or more of their school-aged population. The 1976-77 data from only the 32 states reporting the number of gifted and talented children served indicates that these states are providing some type of special services to only 1.59% of the total school-age population.

STATE POLICY

Each state and territory was asked to describe and document the existence of state policy governing the education of gifted and talented children and youth. Table 2-3 summarizes the data received relating to this issue. The descriptions below provide understanding of each of the six columns in Table 2-3:

- Column 1—State Statute. A plus ("+") in this column indicates that the state has a law or laws affecting the education of the gifted and talented. A minus ("−") indicates that there is no existing law that relates to the education of the gifted and talented.

  The subscripts "s" or "g" following each "+" identifies the location of the law within the special education statutes ("s") or the general education statutes ("g") of the state.
- Column 2—Administrative Policy. A plus ("+") or minus ("−") indicates the existence or non-existence of written regulations, guidelines, administrative decisions and/or state board actions that bear directly on the governance of educational programs for gifted and talented children within the state. "BD" indicates that they are being developed.
- Column 3—Definition. If the policy documents of a state (either the statutes or the administrative policies) contain a written definition of "gifted and talented" a plus ("+") is recorded in column 3. "BD" indicates that a definition is being developed. A minus shows that no definition was included in that state's policy.
- Column 4—Identification Procedures. The presence or absence of specific guidelines for identifying gifted and talented children *within the state's policy documents* is indicated by a plus or minus in column 4. "BD" indicates that procedures are being developed.
- Column 5—The contents summarized in column 5 were not specifically requested in the survey instrument. However, when the policy documents of each state were examined it was evident that some states' policies included specific guidelines for such things as administrative arrangements, programing alternatives, class size, student-teacher ratios, number of hours a student should be in a program, curricula, etc. A plus ("+") in column 5 indicates that the state's policies do include guidelines for the provision of specific educational services, a minus ("−") indicates that they do not; "BD" policy guidelines are being developed.
- Column 6—The question summarized in this column was whether or not the state has an "adopted written state plan for the education of the gifted and talented." A date in column 6 (e.g., 1973) indicates that the state is operating under a state plan that was *adopted* in 1973; if the date is followed by an "r" (e.g., 1975r) it indicates that the state plan was revised and the revised plan was adopted in 1975; if the date is preceded by a "d" (e.g., d1974) it indicates that a state plan was drafted in 1974 but has not officially been adopted; "BD" indicates that a state plan is being developed; a minus indicates that no state plan exists.

Table 2-3

State Policy Governing Education of Gifted and Talented

States	1 State Statutes	2 Administrative Policy	3 Definition	4 Identification Procedures	5 Services	6 State Plan
Alabama	$+_s$	+	+	+	+	BD
Alaska	$+_s$	+	+	+	+	—
Arizona	$+_s$	+	+	+	+	—
Arkansas	—	—	—	—	—	BD
California	$+_g$	+	+	+	+	1975r
Colorado	—	—	—	—	—	BD
Connecticut	$+_s$	+	+	+	+	1975
Delaware	$+_s$	—	—	—	—	BD
Florida	$+_s$	+	+	+	+	—
Georgia	$+_s$	+	+	+	+	1973r

(Continued on next page)

Table 2-3 continued

State Policy Governing Education of Gifted and Talented

States	1 State Statutes	2 Administrative Policy	3 Definition	4 Identification Procedures	5 Services	6 State Plan
Hawaii	$+_s$	BD	BD	BD	BD	BD
Idaho	$+_s$	+	+	+	+	1974
Illinois	$+_g$	+	+	+	+	BD
Indiana	—	+	+	—	—	1976
Iowa	—	+	+	+	+	1975r
Kansas	$+_s$	+	+	+	+	1976
Kentucky	—	+	+	—	—	1974
Louisiana	$+_s$	—	BD	BD	BD	BD
Maine	—	+	+	—	—	—
Maryland	$+_g$	+	+	+	+	1975
Massachusetts	—	—	—	—	—	—
Michigan	$+_g$	+	+	BD	BD	1976
Minnesota	—	+	+	+	+	—
Mississippi	$+_s$	+	+	+	+	1976
Missouri	$+_s$	+	+	+	+	d1974
Montana	—	—	BD	BD	BD	BD
Nebraska	$+_g$	+	+	+	+	d1973
Nevada	$+_s$	+	+	+		1974
New Hampshire	—	—	—	—	—	—
New Jersey	$+_g$	+	BD	BD	BD	BD
New Mexico	$+_s$	+	+	+	+	1976
New York	—	+	+	+	+	BD
North Carolina	$+_s$	+	+	+	+	1977r
North Dakota	$+_s$	+	+	+	+	1975
Ohio	$+_s$	+	+	+	+	BD
Oklahoma	$+_s$	+	+	+	BD	BD
Oregon	$+_s$	—	+	BD	—	d1976
Pennsylvania	$+_s$	+	+	+	+	BD
Rhode Island	$+_g$	—	BD	BD	BD	BD
South Carolina	—	+	+	+	+	BD
South Dakota	—	+	+	—	—	BD
Tennessee	$+_s$	+	+	+	+	1976r
Texas	$+_g$	—	+	—	—	1975
Utah	—	+	+	+	+	BD
Vermont	—	—	BD	—	—	BD
Virginia	$+_g$	+	+	+	—	—
Washington	$+_g$	+	+	BD	BD	BD
West Virginia	$+_s$	+	+	+	+	BD
Wisconsin	—	—	—	BD	BD	BD
Wyoming	—	—	—	—	—	1975
District of Columbia	—	+	+	BD	BD	BD

Symbols:

+ = policy exists
— = policy does not exist
BD = policy being developed
s = policy in special education statutes
g = policy in general education statutes
d = developed but not adopted
r = revised

State Policy: Some Data Based Observations

Eighty-four percent of the states (43 of 51) have some type of written policy that provides governance to their educational endeavors on behalf of gifted and talented children.[1]

- Twenty-seven states (53%) have *both* statutes and administrative policy documents.
- Six states (12%) have statutes but no written regulations or guidelines.
- Ten states (20%) have administrative policies but no statutes.
- Eight states (16%) have neither statutes nor administrative policy.

Of the 43 states that do have some type of written statute or administrative policy for the education of gifted and talented children and youth:

- Thirty-eight states (88%) include a definition of gifted and talented in the policy;
- Thirty states (70%) describe identification procedures in the policy; and
- Twenty-seven states (63%) describe guidelines for the provision of specific services.

Eighteen states have an officially adopted state plan for the education of gifted and talented children and youth. Another 25 states report that their state plan is "being developed" or has been developed but not "officially" adopted.

Eight states report that they do not have a state plan, but these are not the same eight states that do not have policy documents:

- Four states that have both statutes and administrative policy documents do not have a state plan;
- Only two of the eight states without gifted and talented policy documents reported that they were without a state plan.

STATE PERSONNEL

An important indicator of a state's commitment to educational programs for the gifted and talented is the amount of staff time it invests in coordination and consultation. Table 2-4 summarizes the state's response to the question of "positions within your state education agency with designated responsibilities in the area of gifted and talented."

- Column 1—Records the number of persons assigned full-time (1 FTE=100%) to work on implementation of programs for the gifted and talented.
- Column 2—Shows the number of part-time persons and the percentage of time that each is assigned to work on programs for the gifted and talented.
- Column 3—Identifies the total gifted and talented staffing commitment of the state in FTE. (For example, if a state has two full-time, one half-time, and one quarter-time gifted and talented staff persons, column 3 will show an FTE of 2.75.)

Data were not reported that would permit analysis of the funding source for these SEA positions.

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[1] No policy base for the education of gifted and talented children exists in any of the territories or in the Bureau of Indian Affairs.

Table 2-4

State Personnel Assigned to Gifted and Talented Education

	1 Number of Persons Assigned Full Time	2 Number & Percent of Time of Part-Time Persons	3 Total FTE (Col 1 + Col 2)
Alabama	2	1@50%	2.50
Alaska	—	1@35%	.35
Arizona	—	2@5%	.10
Arkansas	—	1@5%	.05
California	3	—	3.00
Colorado	1	—	1.00
Connecticut	1	—	1.00
Delaware	—	—	0
Florida	1	—	1.00
Georgia	1	1@75%	1.75
Hawaii	1	—	1.00
Idaho	—	1@50%	.50
Illinois	2	—	2.00
Indiana	—	1@25%	.25
Iowa	1	1@50%	1.50
0,Kansas	—	1@75%	.75
Kentucky	1	—	1.00
Louisiana	1	—	1.00
Maine	1	1@10%	1.10
Maryland	1	3@50%	2.50
Massachusetts	1	—	1.00
Michigan	—	1@50%	.50
Minnesota	1	—	1.00
Mississippi	1	1@15%	1.15
Missouri	—	1@50%	.50
Montana	—	6@10%	.60
Nebraska	1	—	1.00
Nevada	—	1@10%	.10
New Hampshire	—	—	0
New Jersey	1	—	1.00
New Mexico	—	1@50%	.50
New York	1	—	1.00
North Carolina	3	—	3.00
North Dakota	—	1@33% 1@25%	.58
Ohio	1	—	1.00
Oklahoma	—	1@15% 1@10%	.25
Oregon	—	1@70%	.70
Pennsylvania	2	1@50%	2.50
Rhode Island	—	1@15%	.15
South Carolina	1	—	1.00
South Dakota	—	1@50%	.50
Tennessee	—	1@50%	.50
Texas	1	—	1.00
Utah	—	1@50%	.50
Vermont	—	1@10% 2@20%	.50
Virginia	1	—	1.00
Washington	2	—	2.00
West Virginia	—	—	0
Wisconsin	1	—	1.00
Wyoming	—	1@50%	.50
District of Columbia	—	—	0
Total			48.18

Note. Puerto Rico reports that one person is assigned 80% to gifted and talented education. This .8 FTE is included in the total. None of the other territories has personnel assigned to the gifted and talented.

State Personnel: Some Data Based Observations

As of June 1, 1977, twenty-seven states report that they have at least one person with a full-time professional assignment in the area of gifted and talented education. Four of these 27 states have 2 full-time persons and two states have 3 full-time persons. Seven of the states with full-time personnel also have additional part-time persons working in this area.

Of the remaining 23 states, 14 have professional personnel assigned to gifted and talented program efforts at least half time (.5 FTE).

Collectively there is an equivalent of 48.18 full-time persons at the SEA level working on gifted and talented programs. These 48.18 FTE are spread across 47 states and 1 territory with a range from .05 FTE to 3.0 FTE.

The survey instrument also asked if the SEAs had access to and/or maintained records on the number of persons working with gifted and talented at intermediate or local education agencies within their states. Twenty-six states and all territories reported that they did not have access to that information. The 25 states that made a numerical response to that question, more often than not, said their reported data was suspect and unreliable. Thus, a decision was made not to report the data.

FEDERAL AND STATE FUNDING

The survey instrument asked for each state and territory to list the amount of federal and state money allocated specifically to educational programs and services for the gifted and talented for the school year 1975-76. As was pointed out in the Introduction of this report, some questionnaires were returned with 1975-76 fiscal information and some with fiscal data from school year 1976-77. Because of this problem a followup by telephone was made to every state and territory. Information was requested for *both* years and is included in Table 2-5.

Table 2-5 contains both reported and derived data as will be noted when reading the description of the contents of each column. Before proceeding with these descriptions it is necessary to ask the reader to keep the following points in mind when reading and interpreting Table 2-5:

- All dollar amounts in columns 1 through 4 are figures *reported* by the state employee designated as the official respondent to this questionnaire. No additional effort was made by project staff to verify these figures.
- In many cases the amounts reported in columns 1 through 4 are "best estimates" since actual figures are not available or were not available at that time.
- Throughout columns 1 through 4 if a "0" figure appears, it means the state reported that no money was specifically allocated for gifted and talented programs. An entry of "DNR" means that data was not reported. In most cases where "DNR" appears, it was a result of the fact that the reporter did not have access to the information.

Explanation of columns in Table 2-5:

- Column 1—Total amount of federal funds (all sources) utilized specifically by the SEA to gifted and talented educational services in 1975-76.
- Column 2—Total amount of federal funds (all sources) utilized specifically by the SEA to gifted and talented educational services in 1976-77.
- Column 3—Total amount of state funds allocated specifically to gifted and talented educational services in 1975-76.
- Column 4—Total amount of state funds allocated specifically to gifted and talented educational services in 1976-77.
- Column 5—Total funds (federal plus state) allocated specifically to gifted and talented educational services in 1975-76. Column 5 is the sum of columns 1 and 3. (Note: if a "DNR" appears in either column 1 or column 3, no total is reported for the state since it is assumed that funds were allocated but not reported. In this case a "DNR" will also appear in column 5. A "0" means no funds allocated.)
- Column 6—Total funds (federal plus state) allocated specifically to gifted and talented educational services in 1976-77. Column 6 is the sum of columns 2 and 4. (Note: If a "DNR" appears in either column 2 or column 4, no total is reported for the state since it is assumed that funds were allocated but not reported. In this case a "DNR" will also appear in Column 6. A "0" means no funds allocated.)

- Column 7—Shows percentage of increase (or decrease) in total funds allocated for gifted and talented educational services from 1975-76 to 1976-77. If a "DNR" or "0" appears in either column 5 or column 6 no percentage will appear in column 7.
- Column 8—Total federal/state expenditure per child receiving gifted and talented services in 1975-76. Column 3 of Table 2-1 was used to identify those states who reported number of children identified as gifted and talented and receiving some type of services. Wherever there were "children served" data for states that also had a total funds entry in column 5 of Table 2-5, the "funds" were divided by the "number of children" to derive the per-child-expenditure in column 8.
- Column 9—Total federal/state expenditure per child receiving gifted and talented services in 1976-77. Column 3 of Table 2-2 was used to identify those states who reported number of children identified as gifted and talented and receiving some type of services. Wherever there were "children served" data for states that also had a total funds entry in column 6 of Table 2-5, the "funds" were divided by the "number of children" to derive the per-child-expenditure in column 9.

Table 2-5

Allocation of Federal and State Funds to Gifted and Talented Programs and Services: 1975-76 and 1976-77 School Years

State	Federal Funds Allocated to G/T Programs & Services		State Funds Allocated to G/T Programs & Services		Total Funds Allocated to G/T Programs & Services		Percent Increase or Decrease 1975-76 to 1976-77	Federal/State Expenditure Per Child	
	1975-76	1976-77	1975-76	1976-77	1975-76	1976-77		1975-76	1976-77
	1	2	3	4	5	6	7	8	9
Alabama	0	62,000	DNR	DNR	DNR	DNR	—		
Alaska	0	0	231,940	DNR	231,940	DNR	—	917	
Arizona	0	0	320,150	450,000	320,150	450,000	+40.6%	50	50
Arkansas	0	0	0	0	0	0	—		
California	0	100,000	15.57 mil	15.57 mil	15,570,000	15,670,000	+.6%	80	79
Colorado	58,304	113,000	6,000	DNR	64,304	DNR	—	254	
Connecticut	321,000	404,500	2.7 mil	3.0 mil	3,021,000	3,404,500	+12.7%	46[illegible]	480
Delaware	51,000	129,000	0	0	51,000	129,000	+152.9%	51	99
Florida	36,000	99,000	11.5 mil	15.5 mil	11,5[illegible]6,000	15,599,000	+35.2%	573	
Georgia	60,000	125,000	3.6 mil	4.2 mil	3,660,000	4,325,000	+18.2%	153	178
Hawaii	0	65,000	0	DNR	0	DNR	—		
Idaho	0	65,000	74,915	681,000	74,915	746,000	+895.8%	187	622
Illinois	0	32,000	2.6 mil	2.6 mil	2,600,000	2,632,000	+1.2%		
Indiana	73,900	DNR	0	0	73,900	DNR	—		
Iowa	55,392	98,575	10,000	10,000	65,392	108,575	+66%		
Kansas	0	0	85,000	10,000	85,000	100,000	+17.6%	8[illegible]	67
Kentucky	0	111,000	0	0	0	111,000	—		
Louisiana	0	0	0	250,000	0	250,000	—		125
Maine	0	25,000	5,000	0	5,000	25,000	+500%		
Maryland	166,000	384,000	DNR	86,756	DNR	470,756	—		24
Massachusetts	0	60,000	0	0	0	60,000	—		
Michigan	11,400	60,000	200,000	200,000	211,400	260,000	+23%	132	163
Minnesota	70,000	100,000	6,000	6,000	76,000	106,000	+39.5%	3	4
Mississippi	0	144,000	DNR	474,698	DNR	618,698	—		295
Missouri	0	20,000	323,000	1.3 mil	323,000	1,320,000	+308.7%	12[illegible]	310
Montana	85,000	85,000	100,000	100,000	185,000	185,000	0	370	370
Nebraska	0	25,000	205,000	DNR	205,000	DNR	—	30	
Nevada	41,448	0	360,000	480,000	401,448	480,000	+19.6%		
New Hampshire	0	0	0	0	0	0	—		
New Jersey	0	115,000	0	150,000	0	265,000	—		46
New Mexico	0	0	DNR	DNR	DNR	DNR	—		
New York	0	407,000	40,000	40,000	40,000	447,000	+1017.5%		
North Carolina	157,536	178,000	DNR	8.1 mil	DNR	8,278,000	—		209
North Dakota	28,000	60,000	6,000	12,000	34,000	72,000	+111.8%	230	383
Ohio	13,000	120,000	100,000	100,000	113,000	220,000	+94.7%		16

(Continued on next page)

Table 2-5 continued

Allocation of Federal and State Funds to Gifted and Talented Programs and Services: 1975-76 and 1976-77 School Years

State	Federal Funds Allocated to G/T Programs & Services		State Funds Allocated to G/T Programs & Services		Total Funds Allocated to G/T Programs & Services		Percent Increase or Decrease	Federal/State Expenditure Per Child	
	1975-76	1976-77	1975-76	1976-77	1975-76	1976-77	1975-76 to 1976-77	1975-76	1976-77
	1	2	3	4	5	6	7	8	9
Oklahoma	23,000	63,000	42,000	300,000	65,000	363,000	+458.5%	464	181
Oregon	0	0	0	0	0	0	—		
Pennsylvania	393,319	536,000	14.0 mil	DNR	14,393,319	DNR	—	755	
Rhode Island	DNR	DNR	0	0	DNR	DNR	—		
South Carolina	DNR	55,000	300,000	350,000	DNR	405,000	—		175
South Dakota	0	55,000	0	22,000	0	77,000	—		193
Tennessee	0	0	DNR	DNR	DNR	DNR	—		
Texas	0	813,525	0	0	0	813,525	—		
Utah	0	0	0	137,000	0	137,000	—		66
Vermont	0	15,000	0	0	0	15,000	—		75
Virginia	424,626	427,084	1.4 mil	1.4 mil	1,824,626	1,827,084	+.1%	73	73
Washington	40,000	40,000	406,750	440,500	446,750	480,500	+7.6%	344	370
West Virginia	163,071	59,043	225,000	225,000	388,071	284,043	(−26.8%)	211	
Wisconsin	0	272,000	0	0	0	272,000	—		209
Wyoming	23,370	137,960	1,180	11,654	24,550	149,614	+509.4%		
District of Columbia	0	0	0	0	0	0	—		
Puerto Rico	40,000	DNR	0	DNR	40,000	DNR	—	10	
Totals	2,335,366 (N=22)	5,660,687 (N=37)	54,417,935 (N=28)	56,296,608 (N=30)	56,129,765[a] (N=30)	61,156,295[a] (N=37)			

[a] Because of the "DNRs" in columns 1-4 the total for column 1 plus column 3 will not equal the total for column 5. Also column 2 plus 4 will not equal the total for column 6.

Federal and State Funding: Some Data Based Observations

Many of the possible analyses that could be made from Table 2-5 are questionable at best and treacherous at worst because of missing data and the suggestion of unreliability of reported data. Nevertheless, the following "analyses" are reported for the purpose of identifying general trends and provoking further questions and data gathering and verification.

Both Federal and State Funds Reported for Both School Years. There were 14 states that reported Federal and state dollar allocations for both 1975-76 and 1976-77 school years. Table 2-6 summarizes that information. The Federal expenditures for the 1975-76 school year equal 6.25% of total funds. The Federal expenditures for the 1976-77 school year equal 6.86% of total funds.

Table 2-6

Summary of Information from States Reporting Both Federal and State Funds for Both Years[a]

Federal Funds		State Funds		Total Funds	
1975-76	1976-77	1975-76	1976-77	1975-76	1976-77
1,353,859	1,879,162 (a 38.8% increase)	20,296,930	25,505,154 (a 25.66% increase)	21,650,789	27,384,316 (a 26.48% increase)

[a] Fourteen states.

Federal Funds Reported for Both School Years. There were 19 states that reported Federal allocations for both 1975-76 and 1976-77 school years. Table 2-7 summarizes that information.

Table 2-7

Summary of Information from States Reporting Federal Funds for Both Years[a]

School Year	1975-76	1976-77
Federal Funds Utilized	2,180,018	3,219,162 (a 47.67% increase)

[a] Nineteen states.

Approximately 91% of the reported 1975-76 federal allocations to state gifted and talented programs came from ESEA Title IV-C.

In 1976-77 ESEA Title IV-C still provided a majority (69%) of the federal allocations to state gifted and talented programs. However, P.L. 93-380 (404) funds accounted for 28.6% of the total federal funds used by reporting states to support gifted and talented programs.

Federal and State Funds Reported for 1975-76 Only. There were 17 states that reported both Federal and state dollar allocations for the 1975-76 school year only. Table 2-8 summarizes that information.

Table 2-8

Summary of Information from States Reporting Both Federal and State Funds for 1975-76 Only[a]

Federal Funds	Percent of Total	State Funds	Percent of Total
1,846,930	5.06	34,662,930	94.94

[a] Seventeen states.

Federal and State Funds Reported for 1976-77 Only. There were 25 states that reported both Federal and state dollar allocations for 1976-77 only. Table 2-9 summarizes that information.

Table 2-9

Summary of Information from States Reporting Both Federal and State Funds for 1976-77 Only[a]

Federal Funds	Percent of Total	State Funds	Percent of Total
3,434,162	5.9	54,879,608	94.1

[a] Twenty-five states.

State Funds Reported for Both School Years. There were 23 states that reported state allocations for both 1975-76 and 1976-77. Table 2-10 summarizes that information.

Table 2-10

Summary of Information from States Reporting State Funds for Both Years[a]

School Year	1975-76	1976-77
State Funds Allocated	39,969,995	47,076,154 (a 17.78% increase)

[a] Twenty-three states.

Reported Utilization of 1975-76 Federal Funds: Observations from Column 1, Table 2-5. Twenty-one states and one territory reported a total federal funds utilization of $2,335,336 to gifted and talented programs in 1975-76. Six of those states (27% of the 22 states) accounted for 69.9% of the total dollar amount reported. Table 2-11 summarizes this information.

Table 2-11

States Reporting Largest Utilization of Federal Funds 1975-76

Rank	State	1975-76 Federal Funds	% of Total 1975-76 Federal Funds of Reporting States
1	Virginia	424,636	18.18%
2	Pennsylvania	393,319	16.84%
3	Connecticut	321,000	13.75%
4	Maryland	166,000	7.11%
5	West Virginia	163,071	6.98%
6	North Carolina	157,536	6.75%
	TOTALS	1,625,552	69.61%

Reported Utilization of 1976-77 Federal Funds: Observations from Column 2, Table 2-5. Thirty-seven states reported a total federal funds utilization of $5,660,687 to gifted and talented programs in 1976-77. Ten of those states (27% of the 37 states) accounted for 65.4% of the total dollar amount reported. Table 2-12 summarizes this information.

Table 2-12

States Reporting Largest Utilization of Federal Funds 1976-77

Rank	State	1976-77 Federal Funds	% of Total 1976-77 Federal Funds of Reporting States
1	Texas	813,525	14.37%
2	Pennsylvania	536,000	9.47%
3	Virginia	427,084	7.54%
4	New York	407,000	7.19%
5	Connecticut	404,500	7.15%
6	Maryland	384,000	6.78%
7	Wisconsin	272,000	4.81%
8	North Carolina	178,000	3.14%
9	Mississippi	144,000	2.54%
10	Wyoming	137,960	2.44%
	TOTALS	3,704,069	65.43%

Reported Allocation of 1975-76 State Funds: Observations from Column 3, Table 2-5. Twenty-eight states reported a total state funds allocation of $54,417, 935 to gifted and talented programs in 1975-76. Seven of those states (25% of the 28 states) accounted for 94.4% of the total dollar amount reported. Table 2-13 summarizes this information.

Table 2-13

States Reporting the Largest Allocation of State Funds 1975-76

Rank	State	1975-76 State Funds	% of Total 1975-76 State Funds of Reporting States
1	California	15,570,000	28.61%
2	Pennsylvania	14,000,000	25.73%
3	Florida	11,500,000	21.13%
4	Georgia	3,600,000	6.62%
5	Connecticut	2,700,000	4.96%
6	Illinois	2,600,000	4.78%
7	Virginia	1,400,000	2.57%
	TOTALS	51,370,000	94.4%

Reported Allocation of 1976-77 State Funds: Observations from Column 4, Table 2-5. Thirty states reported a total state funds allocation of $56,296,608 to gifted and talented programs in 1976-77. Eight of those states (27% of the 30 states) accounted for 91.8% of the total dollar amount reported. Table 2-14 summarizes this information.

Table 2-14

States Reporting the Largest Allocation of State Funds 1976-77

Rank	State	1976-77 State Funds	% of Total 1976-77 State Funds of Reporting States
1	California	15,570,000	27.66%
2	Florida	15,500,000	27.53%
3	North Carolina	8,100,000	14.39%
4	Georgia	4,200,000	7.46%
5	Connecticut	3,000,000	5.33%
6	Illinois	2,600,000	4.62%
7	Virginia	1,400,000	2.49%
8	Missouri	1,300,000	2.31%
	TOTALS	51,670,000	91.8%

PREPARATION OF PERSONNEL

Three levels of information were requested in this section of the survey.

1) "Within your state are there institutions of higher education which provide one or more specific courses (undergraduate and/or graduate) in the education of the gifted and talented?" Column 1 in Table 2-15 shows the number of different colleges and universities in each state that offer at least one special training course in gifted and talented education. The reader is referred to the individual state profiles (Part V) for the identification of the institutions involved and whether they offer undergraduate training, graduate training or both.

2) "Was any in-service training in education of the gifted and talented sponsored by your SEA during the 1975-76 school year?" (Column 2); during the 1976-77 school year (Column 3).

Responses to this question produced such a wide variety of information that any categorization on the chart other than a simple "yes" or "no" led to confusion. Any given "yes" entry could represent a range of activity from one meeting for a few people to three-week-long, intensive workshops for a number of different audiences. The reader must examine each state's response on the profiles in order to get a better understanding of SEA sponsored inservice training. "DNR" indicates data not reported.

3) "Does your SEA maintain records on the percent of local education agencies which provide inservice training to local teachers and/or administrators regarding educational and other needs of gifted and talented children and youth?" Column 4 records the states' responses to that question. "RBD" indicates records being developed.

Table 2-15

Pre-Service and In-Service Training Programs for Gifted and Talented Education

State	1 No. of Institutions of Higher Ed.	2 SEA Sponsored 1975-76	3 In-service Training 1976-77	4 Does SEA keep records on training at local level?
Alabama	3	YES	YES	NO
Alaska	1	NO	DNR	RBD
Arizona	0	NO	NO	NO
Arkansas	0	NO	NO	NO
California	13	YES	YES	YES
Colorado	3	NO	YES	NO
Connecticut	7	YES	YES	YES
Delaware	1	YES	DNR	YES
Florida	4	YES	YES	YES
Georgia	6	NO	YES	YES
Hawaii	2	NO	NO	NO
Idaho	5	YES	YES	YES
Illinois	4	NO	YES	YES
Indiana	4	NO	YES	NO
Iowa	8	YES	YES	RBD
Kansas	3	DNR	YES	NO
Kentucky	3	YES	YES	RBD
Louisiana	3	NO	YES	NO
Maine	3	NO	YES	RBD
Maryland	3	YES	YES	YES
Massachusetts	2	NO	YES	NO
Michigan	5	NO	YES	NO
Minnesota	6	YES	YES	NO
Mississippi	4	DNR	YES	NO
Missouri	2	DNR	YES	NO
Montana	0	YES	YES	NO
Nebraska	4	YES	YES	NO
Nevada	0	YES	YES	NO
New Hampshire	1	NO	NO	NO
New Jersey	8	NO	YES	NO
New Mexico	1	YES	YES	NO
New York	4	YES	YES	NO
North Carolina	12	NO	YES	YES
North Dakota	2	NO	YES	NO
Ohio	3	DNR	YES	RBD
Oklahoma	0	NO	YES	NO
Oregon	0	NO	NO	NO
Pennsylvania	6	YES	YES	YES
Rhode Island	1	NO	YES	NO
South Carolina	5	YES	YES	YES
South Dakota	2	YES	YES	NO
Tennessee	4	NO	YES	YES
Texas	7	NO	YES	NO
Utah	1	NO	YES	RBD
Vermont	1	NO	YES	YES

(Continued on next page)

Table 2-15 continued

Pre-Service and In-Service Training Programs for Gifted and Talented Education

State	1 No. of Institutions of Higher Ed.	2 SEA Sponsored 1975-76	3 In-service Training 1976-77	4 Does SEA keep records on training at local level?
Virginia	3	NO	NO	NO
Washington	7	NO	YES	NO
West Virginia	2	DNR	YES	RBD
Wisconsin	5	YES	YES	RBD
Wyoming	1	YES	YES	NO
District of Columbia	2	NO	NO	NO
TOTALS	177	YES = 20	YES = 42	YES = 13
		NO = 26	NO = 7	NO = 30
		DNR = 5	DNR = 2	DNR = 8

Preparation of Personnel: Some Data Based Observations

As reported in this survey there are 177 institutions of higher education in the United States that offer one or more specific courses in the education of gifted and talented children and youth.

Between 1975-76 and 1976-77 there was a 110% increase in the number of states which sponsored in-service training sessions. The number of states responding "no" to the question of sponsored training dropped from 26 in 1975-76 to 7 in 1976-77.

Thirteen states indicated that they maintained records on in-service training conducted by intermediate and/or local education agencies. Another 8 states are in the process of developing that capability.

OTHER FINDINGS

This section summarizes data from the survey which is not included in the previous sections. For those persons interested in deriving the most information and insight from this study it is recommended that the individual state profiles (Part V) be examined.

Definition of Gifted and Talented

Thirty-seven states and the District of Columbia have a policy based definition of gifted and talented. Only nine of these states have adopted the language of the U.S. Office of Education definition. The wording of the definitions of the other states varies widely but a number of other definitions include one or more of the components of the USDE definition.

Identification Procedures

Thirty states have adopted policies that suggest procedures for identifying gifted and talented children. These procedures vary greatly from state to state. The predominant terms found in the identification policies of states include "general intellectual ability," "specific academic aptitude," "academically talented," or "capable of high performance." Virtally all states which include "identification" in their policies have either general or specific guidelines that relate to these terms. In addition, approximately 12 states include general identification procedures related to "general talent." But no more than seven states include any identification guidelines for "creative thinking," "leadership," "visual and performing arts," and "psychomotor abilities."

Composition of State Plan Development Groups

Twenty-eight states that reported either having an adopted state plan or being in the process of developing a state plan provided information on the participant groups who were involved in the plan's development.

Four of the 28 reported that their plan was developed by an Advisory Group, a Task Force, or the State Gifted and Talented Staff without any further delineation of members.

Using the data from the remaining 24 states, the following groups were involved in developing the state plan for gifted and talented. (The number in parentheses following each group is the number of times out of 24 that they were mentioned as participants.)

- SEA staff (22)
- University personnel (21)
- Teachers (20)
- Parents (20)
- Local Administrators (20)
- Psychologists (13)
- Private Citizens (8)
- Students (6)
- Counselors (5)
- Legislators (4)
- School Board (2)
- Governor's Staff (1)
- State Board (1)
- Advisory Committee (1)
- Learning Resource Center Staff (1)
- Intermediate Education Agency Staff (1)
- Other professionals (1)

Relationship of SEA Gifted and Talented Staff to Other SEA Units.

Thirty-five states responded "yes" to the question: "Does your administrative unit work with other SEA units to provide services for the gifted and talented?" Although the nature of the relationship was not described, the list below identifies the other SEA units with whom SEA/Gifted and Talented staff work in order to provide educational services.

A. The most frequently mentioned unit(s) was (were) the Divisions of Instruction, Curriculum and Instruction, and/or subject area specialists. These groups were mentioned in 75% of the reporting states.

B. The Division of Vocational Education was mentioned in 50% of the reports.

C. The Division of Special Education and its various units was mentioned *specifically* in 37% of the reports. (It is not known with what frequency gifted and talented staff were already in the Division of Special Education and therefore did not mention it as an "other" unit with which they cooperated.)

D. The following SEA units were named in at least five reports but less than 10:
   1. Career Education
   2. Planning, Development, Research, Evaluation
   3. Federal Projects Office
   4. Pupil Personnel Services (including Guidance)
   5. "All other SEA Units"

E. Mentioned at least once but less than five times were the following:
   1. Elementary and Secondary Education
   2. Certification/Accreditation
   3. Library Division
   4. Early Childhood
   5. Right to Read
   6. Administration

7. Staff Development
8. Instructional Technology
9. Higher Education
10. Human Resources
11. Multicultural Education
12. Indian Education
13. Dissemination
14. Educational Improvement Centers

Relationship of SEA to Other State Agencies

There was a relatively small response (19) to the question "Does your SEA work with other state agencies to provide services to the gifted and talented?" In descending order of frequency, the following types of agencies were mentioned:

- Local arts/fine arts alliances or councils
- State gifted and talented associations
- "Community Groups"
- Teachers Association

Gifted and Talented Services and Programs

Twenty states and Puerto Rico responded affirmatively to the question of whether they maintained records on the types of services and programs provided within the state for gifted and talented children and youth. (Twenty-three states said they did not maintain these records and eight said they were in the process of developing such records).

The information provided by the 21 affirmatives is disparate and should be examined individually. Therefore the reader is referred to the "Programs" section of the Profiles for the following states: Delaware, Florida, Georgia, Hawaii, Idaho, Kansas, Louisiana, Minnesota, Missouri, Nebraska, Nevada, North Carolina, North Dakota, Oklahoma, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, Puerto Rico.

PART III

GENERAL SUMMARY OF FINDINGS

Table 3-1 is a composite. First, nine categories of information were selected from the many categories included in the first five sections of Part II. The nine were selected because (1) they represent all major classes of information requested in the survey, and (2) looked at in juxtaposition, they provide additional insight. Second, 1976-77 data was used exclusively EXCEPT where there would have been a "DNR" (data not reported) entry AND there was reported data for that item from 1975-76. In those cases, 1975-76 data is reported but is placed in brackets. Only Columns 2, 3, 7, and 8 will contain 1975-76 data. Table 3-1 can be used to answer questions as follows:

- Column 1—Using the *conservative* estimate of 3% gifted and talented in the general population, how many gifted and talented children and youth are there?
- Column 2—How many gifted and talented are identified *and* receiving some type of specialized educational services?
- Column 3—What percentage of the total school-age population is reported as being identified as gifted and is receiving specialized educational services?
- Column 4—Is there existing, in-force policy governing the education of gifted and talented? "S" indicates statute(s); "AP" indicates administrative policy; and "SP" indicates state plan.

  Column 5—How many persons are assigned to and exclusively engaged in providing gifted and talented educational services? (in FTE)
- Column 6—Is in-service training actually planned and conducted?
- Column 7—What is the total amount of federal funds allocated specifically to programs and services for the gifted and talented?
- Column 8—What is the total amount of state funds allocated specifically to programs and services for the gifted and talented?
- Column 9—How much money (federal and state) is being spent per child identified and receiving services? (This figure was derived by adding the figures in Column 7 and Column 8 and dividing the sum by the figure in Column 2.)

Table 3-1

Summary of Findings

State	1 Estimated Total G/T School Pop (3 % of Total Pop)	2 G/T Students Receiving Services	3 % of Total school pop reported as G/T & receiving services	4 State Policy	5 SEA personnel assigned to G/T programs (in FTE)	6 SEA sponsor inservice training	7 Federal Funds Allocated	8 State Funds Allocated	9 Fed/state expenditure per child receiving services
Alabama	22,575	DNR	—	S/AP	2.50	YES	62,000	DNR	—
Alaska	2,736	[253]	[.28]	S/AP	.35	DNR	0	[231,940]	—
Arizona	15,085	9,000	1.8	S/AP	.10	NO	0	450,000	50
Arkansas	13,818	DNR	—	NONE	.05	NO	0	0	0
California	131,409	198,000	4.5	S/AP/SP	3.00	YES	100,000	15.57 mil	79
Colorado	17,100	322	.06	NONE	1.00	YES	113,000	[6,000]	—
Connecticut	19,050	7,100	1.1	S/AP/SP	1.00	YES	404,500	3.0 mil	480
Delaware	3,668	1,300	1.1	S	0	YES	129,000	0	99
Florida	46,120	[20,143]	[1.3]	S/AP	1.00	YES	99,000	15.5 mil	—
Georgia	32,854	24,340	2.2	S/AP/SP	1.75	YES	125,000	4.2 mil	178
Hawaii	5,248	DNR	—	S	1.00	NO	65,000	DNR	—
Idaho	6,000	1200	.6	S/AP/SP	.50	YES	65,000	681,000	622
Illinois	67,144	DNR	—	S/AP	2.00	YES	32,000	2.6 mil	—
Indiana	34,895	DNR	—	AP/SP	.25	YES	[73,900]	0	—
Iowa	18,154	DNR	—	AP/SP	1.50	YES	98,575	10,000	—
Kansas	13,096	1,500	.34	S/AP/SP	.75	YES	0	100,000	67
Kentucky	20,820	DNR	—	AP/SP	1.00	YES	111,000	0	—
Louisiana	25,185	2,000	.24	S	1.00	YES	0	250,000	125
Maine	7,465	DNR	—	AP	1.10	YES	25,000	0	—
Maryland	25,828	20,000	2.3	S/AP/SP	2.50	YES	384,000	86,756	24

(Continued on next page)

Summary of Findings Continued

State	1 Estimated Total G/T School Pop (3 % of Total Pop)	2 G/T Students Receiving Services	3 % of Total school pop reported as G/T & receiving services	4 State Policy	5 SEA personnel assigned to G/T programs (in FTE)	6 SEA sponsor inservice training	7 Federal Funds Allocated	8 State Funds Allocated	9 Fed/state expenditure per child receiving services
Massachusetts	35,065	DNR	—	NONE	1.00	YES	60,000	0	—
Michigan	61,071	1,600	.08	S/AP/SP	.50	YES	60,000	200,000	163
Minnesota	25,878	24,000	2.8	AP	1.00	YES	100,000	6,000	4
Mississippi	15,306	2,100	.41	S/AP/SP	1.15	YES	144,000	474,698	295
Missouri	28,504	4,263	.45	S/AP	.50	YES	20,000	1.3 mil	310
Montana	5,117	500	.29	NONE	.60	YES	85,000	100,000	370
Nebraska	9,361	8,540	2.7	S/AP	1.00	YES	25,000	[205,000]	—
Nevada	4,254	DNR	—	S/AP/SP	.10	YES	0	480,000	—
New Hampshire	5,265	DNR	—	NONE	NONE	NO	0	0	0
New Jersey	42,810	5,700	.40	S/AP	1.00	YES	115,000	150,000	46
New Mexico	8,542	911	.32	S/AP/SP	.50	YES	0	DNR	—
New York	101,370	DNR	—	AP	1.00	YES	407,000	40,000	—
North Carolina	35,739	39,691	3.3	S/AP/SP	3.00	YES	178,000	8.1 mil	209
North Dakota	3,873	188	.15	S/AP/SP	.58	YES	60,000	12,000	383
Ohio	67,483	14,000	.62	S/AP	1.00	YES	120,000	100,000	16
Oklahoma	17,930	2,006	.34	S/AP	.25	YES	63,000	300,000	181
Oregon	14,241	DNR	—	S	.70	NO	0	0	0
Pennsylvania	65,810	29,000	1.3	S/AP	2.50	YES	536,000	[14.0 mil]	—
Rhode Island	5,171	1,759	1.0	S	.15	YES	DNR	0	—
South Carolina	18,621	2,312	.37	AP	1.00	YES	55,000	350,000	175
South Dakota	4,442	400	.27	AP	.50	YES	55,000	22,000	193
Tennessee	25,259	6,000	.71	S/AP/SP	.50	YES	0	DNR	—
Texas	84,683	DNR	—	S/SP	1.00	YES	813,525	0	—
Utah	9,434	2,086	.66	AP	.50	YES	0	137,000	66
Vermont	3,131	200	.19	NONE	.50	YES	15,000	0	75
Virginia	33,022	25,000	2.3	S/AP	1.00	NO	427,084	1.4 mil	73
Washington	23,422	1,300	.17	S/AP	2.00	YES	40,000	440,500	370
West Virginia	12,143	[1,841]	[.46]	S/AP	0	YES	59,043	225,000	—
Wisconsin	28,360	1,300	.14	NONE	1.00	YES	272,000	0	209
Wyoming	2,718	DNR	—	SP	.50	YES	137,960	11,654	—
District of Columbia	3,775	DNR	—	AP	0	NO	0	0	—
Puerto Rico	20,658	[4,166]	[.6]	NONE	.80	YES	[40,000]	DNR	—
All Other Territories	NO DATA								

Symbols: All entries are 1976-77 data unless in [ ].
Bracketed data is 1975-76
Column 4: S = States
AP = Administrative Policy
SP = State Plan

PART IV

COMPARISONS WITH THE 1971 MARLAND REPORT

Since national attention to the education of the gifted and talented is of such recent vintage there exists very little objective data against which to compare the findings of this survey. For the purposes of this report, the 1971 Marland report data is the benchmark from which growth is measured. Thus, the comparisons drawn in this section will be those that are possible between this 1977 survey and the findings of the Marland study.

GIFTED AND TALENTED CHILDREN

The Marland report suggested a "conservative" estimate of between 1.5 and 2.5 million gifted/talented elementary and secondary children out of a total school-age population of 51.6 million. Using those figures, it can be conservatively stated that between 2.9% and 4.8% of the school-aged population could be identified as "gifted and talented." Marland also stated that only a "very small" percentage of gifted and talented students received special services. Actual data on the number of students receiving services was not collected.

Using the most conservative of estimates (3%) it is safe to conclude that there were at least 1,352,915 gifted and talented school-age persons in the U.S. and its territories in 1976-77. Using this conservative "population" figure and information from only the 32 states which reported the number of children receiving special educational services in 1976-77, this study found that 437,618 gifted and talented students were actually receiving services. This figure represents 52.9% of the total estimated school-age gifted and talented population in those 32 states. However, if the upper range (4.8%) of Marland's "conservative" estimate is used we would conclude that there were 2,164,663 gifted and talented school-aged children in the United States and its territories in 1976-77. Furthermore, the 437,618 children reported as receiving services in the 32 states would represent only 33% of the potential gifted and talented population in those states.

STATE POLICY

The Marland report stated that 21 states had some type of legislation governing programs and services for the gifted and talented. It also suggested that much of this legislation represented intent only and in many cases did not lead to the provision of programs or services.

The current study shows that 33 states now have actual statutes with another 10 states reporting written and adopted administrative policies (in lieu of statutes) which govern educational services for the gifted and talented. Eight states have neither statutes nor administrative policy.

Table 4-1 shows the relationship between the existence of state policy and the allocation of state funds to programs for the gifted and talented. It seems clear that policy now means more than "intent."

Table 4-1

Relationship of State Policy and Funds Allocated During 1976-77

Status of Policy	Federal Funds Allocated?			State Funds Allocated?		
	Yes	No	DNR	Yes	No	DNR
States with Statutes (N=33)	24	8	1	25	4	4
States with Adm. Policy but No Statutes (N=10)	8	2	0	6	4	0
States with No Statutes Or Adm. Policy (N=7)	5	2	0	2	5	0

Though no comparative data exists it should be observed that 18 states now have an adoped state plan; an additional 25 states report that their plan is already developed or being developed but has not been officially adopted.

STATE PERSONNEL

The Marland report revealed that only 24 states had a position with designated responsibilities for gifted and talented educational services. Only 10 of the 24 states had persons assigned to gifted and talented for 50% or more of their time.

In 1977, 27 states have at least 1 full-time person working on gifted and talented programs and another 14 states have at least a half-time equivalent.

FEDERAL AND STATE FUNDING

The Marland study provided very little information on the level of funding for gifted and talented educational programs, other than to suggest that the federal role in delivery of services to the gifted and talented was virtually nonexistent at the time.

In 1976-77, 37 states reported the utilization of $5,660,687 from various federal entitlements specifically for programs for the gifted and talented. During the same year, 30 states reported a total allocation of $56,296,608 of state funds to gifted and talented education.

PREPARATION OF PERSONNEL

The Marland Report called for the systematic in-service preparation of school personnel as a top priority.

The 1977 report shows 177 institutions of higher education operating in 45 of the 51 states offering at least one course in education of the gifted and talented. Forty-two of the states reported that they planned and conducted some type of inservice training for school personnel during the 1976-77 school year.

CONCLUSIONS

The objectives of this survey were to: (1) identify and collect currently existing policies, resources, and services for the education of gifted and talented children in the states and territories; (2) organize the information collected into a fairly comprehensive and objective set of presentations; and (3) contribute to the improvement of gifted and talented education in the United States by providing status and comparative data to educational decision makers.

As was stated in the beginning of Part II, a concerted effort has been made throughout the report to present facts and to leave interpretations and conclusions to the readers. For the most part it is felt the report accomplishes that goal although recognition is given to bias that can affect presentation of fact.

Some concluding statements seem appropriate which breach the boundary of fact and enter the realm of opinion and interpretation. They weren't called for in the request for proposal or the proposal.

- Without question, the status of gifted and talented education in the U.S. in 1977, as sensed by this survey, is healthier than it was in 1971-72. All major areas surveyed reflect measurable or assumed growth.
- Factors in this study give evidence that this growth may be vulnerable if not reinforced by additional federal and state commitments to keep the growth moving in the right direction.
- Despite the evidence of growth in programs for the gifted and talented as reflected in this survey it is felt that this field of endeavor still has a long way to go to achieve parity with other educational programs. Consider the following "facts."
    - Only thirty-two states did (or could) report the number of gifted and talented children receiving special services during 1976-77. Only eight of these states provided services to over 50% of their potential gifted and talented school-age populations when that potential was determined by using the conservative 3% of the total school population. Seventeen reporting states provide services to 20% or less of their potential gifted and talented population. Only seven reporting states provide educational services for gifted and talented to 2% or more of their total school aged population. Twenty reporting states provide services to less than 1% of their total school-age population.

- Although there has been an increase in SEA personnel designated to work in gifted and talented programs there are only eleven states that have *more* than the equivalent of one full-time person. Ten states still have *less than* a half-time equivalent in 1976-77. Four of those states had no one at all.
- The increase in the number of states with policy support for gifted and talented educational programs is encouraging. However, the variation that exists in the definitions of gifted and talented is cause for concern and attention. Of even more concern are the existing procedures for identification of gifted and talented students. This area will require concerted effort and attention.
- For the most part, SEA personnel do not have information on activities at the local level. A reexamination of Tables 2-1, 2-2, 2-15 and the paragraphs under "Gifted and Talented Services and Programs" in the "Other Findings" section of Part II reveals a very low percentage of states that have easy access to local data. Without such information, SEA personnel will have difficulty in identifying problems and developing solutions in the delivery of services to gifted and talented within the state.
- On the surface it would appear that an increasing amount of money is being allocated to direct services for the gifted and talented. However the following facts should lead to a much closer scrutiny of fiscal allocations.
  - In 1976-77 37 states reported a total federal allocation of $5,660,687 to gifted and talented services. Over 65% of that amount ($3,704,069) was used by 27% of the reporting states (N=10).
  - In 1976-77, 30 states reported a total state allocation of $56,296,608 to gifted and talented services. Over 91% of that amount ($51,670,000) can be attached to 27% of the reporting states (N=8). That can hardly be considered an equitable distribution of financial resources to this country's gifted and talented children.
- Despite the gains reported in all areas investigated by this survey, there still lurks the unanswered question of quality of services provided. No data was forthcoming that demonstrated the appropriateness or effectiveness of the present services to the gifted and talented. Indeed, such data was not requested.

Gifted and talented children are still facing the problem of educational neglect on the part of those who plan programs and dispense funds. The conditions identified five years ago as deterrants are still operative in 1977—lack of adequate funding from both Federal and state coffers; lack of trained personnel assigned to work with programs for gifted and talented; lack of sufficient training opportunities for those who want to improve their skills; lack of substantiated procedures for identifying gifted and talented children using the current OE definition as a guide; lack of adequate information in program effectiveness not only with the gifted and talented in general but particularly with special subpopulations; and lack of information from and to all levels of this important enterprise.

PART V
STATE PROFILES

The information contained in the following profiles was derived solely from information provided by the individual states and territories as reported in the survey form, documents accompanying the survey form, and the followup telephone call described in the Introduction to this report. Each profile represents information available to the state education agency staff member(s) who completed the survey as of June, 1977.

OUTLINE OF STATE PROFILE INFORMATION

Each state profile will follow the outline format presented below. Although this closely follows the order in which questions were asked on the survey, it is not an item-by-item presentation.

I. Policy Base
    A. State Statutes
    B. Administrative Policy
        1. Definition
        2. Identification Procedures
        3. Services
        4. State Plan
II. Resources
    A. Personnel
        1. State education agency (SEA)
        2. Intermediate education units (IEU's) and local education agencies (LEA's).
    B. Financial
        1. Federal
        2. State
    C. Documents
    D. Other resources
III. Services
    A. Population
        1. Total school population
        2. Gifted and talented population
    B. Programs
IV. Professional Preparation
    A. Institutions of higher education
    B. Inservice training
        1. Institutions of higher education
        2. Intermediate education units (IEU's) and local education agencies (LEA's)

The information reported in the section "Policy Base" was gathered from the survey responses and from additional documents sent by the states. Direct textual quotations from statutes, regulations, rules, guidelines or by-laws are in condensed type. The source for the quoted text is listed at the conclusion in parentheses.

Due to limitations of space imposed by the constraints of the contract complete policy text could not be included. The selection process was designed to maintain all major policy citations and to provide the reader with an overall view of the policies adopted by a state.

ALABAMA

POLICY BASE

State Statutes

. . . "Exceptional children" means persons between the ages of six and twenty-one years who have been certified under regulations of the State Board of Education by a specialist as being unsuited for enrollment in regular classes of the public schools or who is unable to be educated or trained adequately in such regular programs including, but not limited to: the mildly and moderately to severely retarded, but not including the profoundly retarded; the speech impaired; the deaf and hearing impaired; the blind and vision impaired; the crippled and those having other physical handicaps not otherwise specifically mentioned herein; the emotionally conflicted; the socially maladjusted; those with special learning disabilities; the multiply handicapped; and the intellectually gifted . . . . Each school board shall provide not less than twelve consecutive years of appropriate instruction and special services for exceptional children, beginning with those six years of age, in accordance with the provisions of this Act . . . . The State Board of Education shall adopt as soon as may be practicable after the effective date of the Act . . . rules and regulations as may be necessary or appropriate for carrying out the purposes of this Act.
(Alabama Exceptional Child Education Act, S.13)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted children are those identified by professionally qualified persons as possessing a high degree of general intellectual ability.

Talented children show unusual ability along nonacademic lines and are capable of profiting from advanced instruction and of making a career in their special field. They may or may not function within the same I.Q. range as the gifted. The common denomination for the gifted and talented is the capacity for superior achievement. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society . . . .

Children capable of superior achievement include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

A. General intellectual ability
B. Specific academic aptitude
C. Creative or productive thinking
D. Leadership ability
E. Visual and performing arts
F. Psychomotor ability

(Gifted and Talented, general guidelines issued by Alabama State Department of Education)

- Identification Procedures—Criteria for identification of the gifted should encompass a minimum of 3 to 5 percent of the school population of 130 I.Q. or above. The school system should recognize that some children may be talented with or without functioning within the I.Q. range of the gifted.

(Gifted and Talented, general guidelines, issued by Alabama State Department of Education)

- Services—Because gifted and talented are included in the statutes governing education of exceptional children, policies regarding services apply equally to the gifted.
- State Plan—Being developed.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Two positions: Specialist in Gifted and Talented with 100% time devoted to gifted and talented and salary support temporarily from federal funds; Supervisor of Support Services with 50% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Approximately 70 full- and/or part-time educational personnel.

Financial

- Federal—No funds during 1975-76. During 1976-77 used $62,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—Amount of allocation for gifted and talented unknown since provided in state teacher units which may be utilized by a local superintendent for any/all exceptionalities.

Documents

(3 Documents from 10-state consortium)
"Gifted and Talented: An Identification Model"
"Alternative Programming for the Gifted"
"Guidelines for In-Service Education: Gifted and Talented"

Other Resources

SEA unit responsible for gifted and talented works with Section on Language and Fine Arts, the Artists in the Schools Program, the Birmingham School for Fine Arts and the State PTA.

SERVICES

Population

- Total School Population:
  1975-76: 759,346
  1976-77: 752,507
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

The University of Alabama (gr)
The University of Alabama in Birmingham (gr)
The University of South Alabama (ug and gr)

Inservice Training

- SEA—During 1975-76 sponsored one statewide and two area workshops on general awareness and program development. During 1976-77 sponsored five regional workshops on identification and three statewide workshops on curriculum development.
- IEU's and LEA's—SEA does not maintain records.

ALASKA

POLICY BASE

State Statutes

. . . It is the purpose of secs. 180 - 350 of this chapter to provide competent education services for the exceptional children in the state who are at least three years of age and for whom the regular school facilities are inadequate or not available . . . .

. . . A borough or city school district shall provide for special services for exceptional children represented by not less than five children residing in the district.

The board of a regional educational attendance area shall provide for special services in a school in the area for exceptional children represented by not less than five children residing in the area served by the school.

Nothing in this section shall prevent special services from being offered to classifications represented by less than five children . . . .

"Exceptional children" means children who differ markedly from their peers to the degree that they are better served by placement in a special learning program designed to serve their particular exceptionality; these children may be identified in the following categories: mentally retarded . . . . physically handicapped . . . . emotionally handicapped . . . . children with learning disabilities . . . . gifted includes children having outstanding intellect, ability or creative talent; programs or services beyond the level of those ordinarily provided as regular school programs shall be submitted to the department for supplemental funding on an approved program basis; multiple-handicapped . . . . *(Article 3, Section 14.30.180 and Section 14.30.350)*

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted and talented children are those identified by qualified persons who, by virtue of outstanding abilities, are capable of exceptional performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

This definition seeks to distinguish two groups of children from their peers on the basis of exceptional performance. The two groups are the (1) intellectually gifted and (2) the talented. While intellectual superiority and talent are highly related, the relationship is less than perfect; that is, not all talented children are intellectually superior while most intellectually superior children display exceptional talents. These two groups of students can be distinguished from their normal peers on the basis of a variety of performance indicators.

(Alaska Department of Education Special Education Regulations Handbook, as amended September 1977)

- Identification Procedures—Identification of students as gifted/talented must be done through the use of *multiple performance indicators*. No single test, test score, other measurement or nomination procedures should be the determining factors. Both objective and subjective measurements must be used. While some standardized tests exist for identification of giftedness and talent, districts may adopt them or develop their own in order to meet local needs. Multiple performance indicators to identify intellectually gifted might include, but are not limited to, the following: superior score on an individual or group achievement tests; superior score on individual or group intelligence tests; superior score on aptitude tests in specific areas; pupil products such as grades, class activities, and work; such as: exceptional art work, creative writing, musical ability, "inventions," etc.; nominations from teachers, parents, peers, self, and community members.

Talented children are those who have demonstrated exceptional performance in one or more of the following areas: creative or productive thinking; leadership; visual or performing arts; manipulative skills.

(Alaska Department of Education Special Education Regulations Handbook, as amended September 1977)

- Services—School districts will be funded to a maximum of 5% of their total school population for gifted/talented programs. It is recommended that a district not develop a program that will result in the entire 5% in only one gifted/talented area.

Districts shall submit to the Commissioner an acceptable plan prior to funding. This plan must be consistent with the State *Special Education Handbook*, and include the following elements: A statement of philosophy for gifted/talented program; program goals, and objectives, both annual and long range (two to three years); specific student identification procedures; program and curricular alternatives; staff utilization plan; staff in-service plan; annual program evaluation.

(Alaska Department of Education Special Education Regulations Handbook, as amended September 1977)

- State Plan—None adopted.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Education Specialist, with 35% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—Allocated $231,940 during 1975-76. Data not available for 1976-77.

Documents

"Who Are the Gifted"
"Special Education Regulations Handbook"

Other Resources

No other resources.

SERVICES

Population

- Total School Population:
  1975-76: 89,295
  1976-77: 91,190
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: 253 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

University of Alaska (ug)

Inservice Training

- SEA—No training sponsored during 1975-76. Data not available for 1976-77.
- IEU's and LEA's—Records are being developed by SEA.

ARIZONA

POLICY BASE

State Statutes

. . . All school districts shall develop a district plan for providing for special education to all handicapped, except emotionally handicapped, children within the district. Such plan shall be submitted to the state board of education on or before July 1, 1975. The plan must have approval prior to November 1, 1975.

On or before September 1, 1976 all handicapped, except emotionally handicapped, children shall be receiving special education programming commensurate with their abilities and needs . . . .

"Exceptional child" means a gifted child or a handicapped child.

"Gifted child" means a child of lawful school age who due to superior intellect, advanced learning ability or both is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, special ancillary services or both to achieve at levels commensurate with his intellect and ability.

"Handicapped child" means a child of lawful school age who due to physical, mental or emotional characteristics or a combination thereof is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services, or both to achieve at levels commensurate with his abilities. Handicapped child includes the following: "Educable mentally handicapped" . . . "Emotionally handicapped" . . . "Hearing handicapped" . . . "Homebound" or "hospitalized" . . . "Multiple handicapped" . . . "Physically handicapped" . . . "Specific learning disability" . . . "Speech handicapped" . . . "Trainable mentally handicapped" . . . "Visually handicapped" . . . .

"Special education" means the adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for those children who are gifted or handicapped to such an extent that they do not profit from the regular school curricula or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education.

(ARS 15-1010 and 15-1011)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above.
- Identification Procedures—

Screening

A gifted child shall demonstrate *achievements and/or potential ability* in one or more of the following areas:

1. Creative or productive performance within the top 3% of district students.
2. Specific academic aptitude—95% or above on standardized achievement tests in one or more subject areas.
3. General intellectual ability—I.Q. 130 or above based on an individualized testing program . . . .

A referral for evaluation is required by ARS § 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

The placement of a child in a gifted program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the gifted program.

(Arizona Administrator's Guide, 1972-73)

. . . an evaluation shall include but need not be limited to:

Obtaining information regarding the developmental history and cultural background of the child . . .

A current medical history and health status report

A current vision and hearing screening

An educational evaluation, with review of the child's academic history . . . .

To place a child in a program for the gifted, written parental permission must be obtained.

(Special Education Conditions and Standards Relating to Identification and Placement, 1976)

- Services—Maximum membership [in programs] shall be limited to 3% of the district's previous year's total average daily attendance.

  Any district requesting approval for a gifted program shall submit a written plan which will include: goals, objectives, activities, evaluations, calendar of events.

  (Arizona Administrator's Guide, 1972-73)
- State Plan—None adopted.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Two positions: Director of Program Services and Education Program Specialist, both with 5% time devoted to gifted and talented but no salary support for this area of responsibility.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—Allocated $320,150 during 1975-76 and $450,000 during 1976-77.

Documents

"Gifted and Talented Program Guide"

Other Resources

No other resources.

SERVICES

Population

- Total School Population: (Data Estimated By State)
  1975-76: 492,995
  1976-77: 502,817
- Gifted and Talented Population:
  Identified 1975-76: 6403 1976-77: 9000
  Served 1975-76: 6403 1976-77: 9000

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

No institutions of higher education offer regularly scheduled courses.

Inservice Training

- SEA—No training sponsored during 1975-76 or 1976-77.
- IEU's and LEA's—SEA does not maintain records.

ARKANSAS

POLICY BASE

State Statutes

Arkansas does not have any specific state statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—No adopted policy.
- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—Being developed.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—No designated position although an Area Supervisor devotes 5% time to gifted and talented with no source of salary support for those responsibilities.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—No funds during 1975-76 or 1976-77.

Documents

No written materials.

Other Resources

No other resources.

SERVICES

Population

- Total School Population:
  1975-76: 456,703
  1976-77: 460,593
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

No institutions offer courses.

Inservice Training

- SEA—No training sponsored during 1975-76 or 1976-77.
- IEU's and LEA's—SEA does not maintain records.

CALIFORNIA

POLICY BASE

State Statutes

California's statutes governing education of gifted and talented are separate from exceptional child statutes.

. . . "Mentally gifted minor," as used in this article, means a minor enrolled in a public primary or secondary school of this state who demonstrates such general intellectual capacity as to place him within the top 2 percent of all students having achieved his school grade throughout the state or who is otherwise identified as having such general intellectual capacity but for reasons associated with cultural disadvantages has underachieved scholastically . . . .

For the purposes of this article, the general intellectual ability of a minor shall be evidenced by one or more of the following factors: (a) Achievement in schoolwork; (b) Scores on tests measuring intellectual ability and aptitude; (c) The judgments of teachers and school administrators and supervisors who are familiar with the demonstrated ability of the minor.

The general intellecual ability of a minor determined to be culturally disadvantaged shall be evidenced by criteria developed for such purpose by the State Board of Education. In no event shall the general intellectual ability of a minor determined to be culturally disadvantaged be evidenced solely by the criterion of subdivision (b). [above] . . . The governing board of any school district may provide programs for mentally gifted minors living in the district who are enrolled in kindergarten or grades 1 through 12 in the schools of the district and who may be expected to benefit from a program suited to their abilities . . . .

The county superintendent may, with the approval of the county board of education and the governing board of the school district, provide programs under the provisions of this article, and transportation therefore, for mentally gifted minors who reside in any school district . . . .

"Programs," as used in this article shall consist of a special day class, or special services or activities which are provided each participating pupil for an amount of time each week which shall average a minimum of one class period per day. A program may qualify for one semester of pupil participation if it consists of special services or activities which are provided each participating pupil for 200 minutes per week for 17 weeks through two semesters (to be reported at the end of the second semester) or for 60 hours per semester during eight or more weeks of a given semester or for 120 minutes per day for 20 days during a summer session. The State Board of Education shall define a special day class and the special services or activities which may be provided.

Beginning July 1, 1970, any proposed program for mentally gifted minors shall receive prior approval of the Superintendent of Public Instruction before any apportionment is made under this article . . . .

. . . The Superintendent of Public Instruction, if he approves, shall apportion to each applicant school district or county superintendent of schools an amount equal to the following . . . 1975-1976 and fiscal years thereafter $100 [per pupil participating in program for one school year] . . . .

. . . The State Board of Education shall adopt rules and regulations which: (a) Prescribe the procedures, consistent with this article, by which a district shall identify pupils as mentally gifted minors for the purposes of this article, (b) Establish minimum standards for programs; (c) Investigate and establish separate criteria by which a district may identify culturally disadvantaged pupils as mentally gifted minors for the purposes of this article.
(Education Code, Article 14 of Chapter 6)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- **Definition—See "State Statutes" above.**
- Identification Procedures—. . . The responsibility for the identification of a pupil as a mentally gifted minor . . . shall rest with the administrative head of the school district or an employee of the district designated by him. The identification shall be based upon a developmental case study made by an identification and placement committee . . . of all pertinent evidence as to a pupil's general intellectual and scholastic capacity (including but not limited to a completed screening and nominating form and a psychologist's summary and evaluation). The committee shall consist of the school principal, a classroom teacher familiar with the school work of the pupil, a credentialed school psychologist, and any other person or persons designated by the district employee responsible for making the identification . . .

(a) A score at or above the 98th percentile on a full scale individual intelligence test approved by the Superintendent of Public Instruction and administered to the pupil by a person qualified to administer individual intelligence tests. The norm to be used for the score is the norm for children of the same age as the pupil tested.

(b) For a pupil in grades seven through twelve, a score at or above the 98th percentile in each of two tests chosen from a list of tests approved for the purpose by the State Board of Education and administered by a qualified person to the pupil while he was enrolled in grade 7 or above and within 24 months of the date of identification.

(c) The judgments of teachers, psychologists, and administrators and supervisors who are familiar with the demonstrated ability or potential of the minors. In any given district not more than five (5) percent of the pupils identified under Section 3821 as mentally gifted minors shall be identified on such judgments alone . . . .

. . . A culturally disadvantaged, underachieving, mentally gifted minor shall be identified by the committee described in Section 3821 as follows:

(a) As "culturally disadvantaged"—through the committee's study of all available and pertinent evidence of a child's language, cultural, economic, or environmental handicaps that have in the past and may in the future interfere with his success in school, restrict the development of intellectual and creative ability, and prevent full development of his potential. The report of the committee shall specify the disadvantage or disadvantages to which the pupil is subject. "Cultural disadvantage" shall be distinguished from cultural difference; it implies a lack of cultural background rather than a comparison among cultures.

(b) As "underachieving scholastically"—by comparing the pupil's general intellectual capacity with this achievement on the basis of all pertinent evidence related to cultural disadvantage. Consideration shall be given to each of the following:

  (1) The judgment of the committee, all concurring, that the pupil could achieve at the upper two percent level were it not for his cultural disadvantage.

  (2) Test scores revealing discrepancies between general intellectual ability and achievement.

  (3) All pertinent school records.

(c) As "mentally gifted"—on the basis of the judgment of the committee that he may be expected within a reasonable time and with appropriate curricular modifications to perform in school at a level equivalent to that of the mentally gifted minors . . . . This judgment shall be based upon one or more of the following:

  (1) Precocious development and maturation in the preschool or primary period, or outstanding scholastic accomplishment at any point in his school career.

  (2) Unusual resourcefulness in coping with responsibilities, opportunities, deprivations, problems, frustrations, obstacles, lack of structure and direction, or overly structured settings.

  (3) Outstanding achievements, skills, or creative products.

  (4) Scores at or above the 98th percentile on nonverbal (performance) scores of individual intelligence tests approved by the Superintendent of Public Instruction.

(d) In no case shall the minors identified pursuant to this section exceed two percent of the culturally disadvantaged pupils . . . within the school district.

(Administrative Code, Title 5, Provisions Pertaining to Programs for Mentally Gifted Minors)

- Services—

(a) All pupils placed in the program are identified . . . and are assigned to a program suited to their abilities and needs as determined by the committee.

(b) A developmental case study is maintained for each pupil placed in the program . . . .

(c) . . .

(d) The program is qualitatively different from other school programs of the district because it meets the specific academic needs and requirements of mentally gifted pupils, . . .

(e) A written plan for the program is available for public inspection . . . written plan, which describes the qualitatively different curriculums for mentally gifted minors, includes:

(1) . . . purposes of the programs . . . .

(2) If the proposed program is one for special services or activities, it shall describe the services to be rendered and the activities to be included for each participating pupil for an amount of time each week that will average one class period (of at least 40 minutes) per day.

(3) If the proposed program is for a "special day class," the plan shall include information concerning the curriculum content of the class and the opportunities to be afforded the pupils to engage with other pupils . . . .

(4) The special facilities and special materials to be used in connection with the program.

(5) The methods to be used in evaluating the various components of the program . . . .

(6) Procedures for administrative modification of aspects of the program . . . .

. . . A program shall be maintained on a regular basis for at least 17 weeks of a semester or for at least 34 weeks of an annual school term.

(Administrative Code, Title 5, Provisions Pertaining to Programs For Mentally Gifted Minors)

- State Plan—Developed by teachers, parents, psychologists, SEA staff, and others. Approved in 1961 and restated in 1975.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Three positions: Manager, and two Consultants with 100% time devoted to gifted and talented. The manager's salary support is from federal funds and the two Consultants salary support are from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No direct funds during 1975-76. During 1976-77 used $100,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 and 1976-77 received $169,000 for administrative costs and $15.4 million for apportionments.

Documents

SEA has developed and/or distributes approximately 70 written documents.

Other Resources

SEA unit responsible for gifted and talented works with Special Education, Vocational Education, and Career Education.

SERVICES

Population

- Total School Population:
  1975-76: 4,419,571
  1976-77: 4,380,300 (Data Estimated by State)
- Gifted and Talented Population:
  Identified 1975-76: 195,000 1976-77: 198,000
  Served 1975-76: 195,000 1976-77: 198,000

Programs

SEA is developing records which will be available January, 1978.

PROFESSIONAL PREPARATION

Institutions of Higher Education

California State University—at Domiguez Hills, Fresno, Fullerton, Long Beach, Los Angeles, Northridge (ug and gr)
Chapman College (gr)
San Jose State University (gr)
San Diego State University (gr)
University of California, Davis (ug)
University of the Pacific, Stockton (ug and gr)
University of San Francisco (gr)
University of Santa Clara (gr)

Inservice Training

- SEA—During 1975-76 sponsored 13 regional meetings for 800 teachers. During 1976-77 sponsored 92 workshops in variety of program areas for approximately 3000 teachers.
- IEU's and LEA's—All local districts that want to receive reimbursement for programs must provide inservice training as a requirement for program approval.

COLORADO

POLICY BASE

State Statutes

Colorado does not have any specific state statutes that govern educational programs for gifted and talented. The State Accountability Law (Section 1, Chapter 123) encourages districts to set Educational Priorities. Many districts have selected education of the gifted and talented as a priority.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—No adopted policy.
- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—Being developed collaboratively by teachers, parents, psychologists, local administrators, private citizens, and SEA staff.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: State Coordinator, with 100% time devoted to gifted and talented and salary support from state and federal funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—During 1975-76, $58,304 were used from Title IVC

funds. During 1976-77, $83,000 were used from Title IVC funds and $30,000 in funds from P.L. 93-380, Section 404, Gifted and Talented funds.
- State—During 1975-76 the state allocated $6000.

Documents
Written materials are being developed.

Other Resources
SEA unit also works with Development/Dissemination Unit, Department of Vocational Education and two projects within the SEA, Project ACCESS and the Career Education Project.

SERVICES

Population
- Total School Population:
  1975-76: 569,128
  1976-77: 570,000 (Data Estimated by State)
- Gifted and Talented Population:
  Identified 1975-76: 253* 1976-77: 322*
  Served 1975-76: 253* 1976-77: 322*

* Students served in Title IV projects

Programs
SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education
University of Colorado at Colorado Springs (ug)
University of Denver (ug and gr)
University of Northern Colorado (ug and gr)

Inservice Training
- SEA—SEA did not sponsor any training during 1975-76. During 1976-77 SEA sponsored seven one-day regional workshops for 400 administrators, teachers and parents on general awareness for multiple talents and integrating the arts in education.
- IEU's and LEA's—SEA does not maintain records.

CONNECTICUT

POLICY BASE

State Statutes

. . . An "exceptional child" means a child who deviates either intellectually, physically, socially or emotionally so markedly from normally expected growth and development patterns that he is or will be unable to progress effectively in a regular school program and needs a special class, special instruction or special services . . . .

"Children requiring special education" includes any exceptional child who (1) is mentally retarded, physically handicapped, socially and emotionally maladjusted, neurologically impaired, or suffering an identifiable learning disability which impedes his rate of development, which disability is amenable to correction or which rate of development may be improved by special education, or (2) has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs but which may be provided through special education as part of the public school program . . . .

"Learning disabilities," "extraordinary learning ability" and "outstanding creative talent" shall be defined by regulation by the secretary, subject to the approval of the state board of education . . . .

. . . The state board of education shall provide for the development, and supervision of the educational programs and services for children requiring special education and may regulate curriculum, conditions of instruction, physical facilities and equipment, class composition and size, admission of students and the requirements respecting necessary special services and instruction to be provided by town and regional boards of education . . . .

In accordance with the regulations and procedures established by the secretary and approved by the state board of education, each town or regional board of education shall provide the professional services requisite to identification of school age children requiring special education, identify each such child within its jurisdiction, determine the eligibility of such children for special education . . . prescribe suitable educational programs for eligible children, maintain a record thereof and make such reports as the secretary may require . . . .

In accordance with the regulations of the state board of education, each town and regional school district shall provide special education for school age children requiring special education who are described in subdivision (1) of subsection (e) of section 10-76a. [See Section 1 of above paragraph "Children requiring special education."]

Each town or regional school district may provide special education for children requiring it who are described by subdivision (2) of subsection (e) of section 10-76a [see section 2 of above paragraph "Children requiring special education"] and for other exceptional children for whom provision of special education is not required by law.
(Section 10-76 of the General Statutes)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—"Extraordinary learning ability" is deemed to be the power to learn possessed by the top five per cent of the students in a school district as chosen by the special education planning and placement team on the basis of (1) performance on relevant standardized measuring instruments or (2) demonstrated or potential academic achievement or intellectual creativity.

  "Outstanding talent in the creative arts" is deemed to be that talent possessed by the top five percent of the students in a school district who have been chosen by the special education planning and placement team on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

  (Policies, Procedures and Guidelines for Gifted and Talented Programs, 1976)
- Identification Procedures—Screening and identification criteria should be based on a study of all available evidence as to the pupil's ability and/or potential by personnel qualified to administer and interpret: appropriate standardized tests; judge demonstrated ability, potential, intellectual creativity and leadership; recognize outstanding talent in the creative arts . . . .

  Section 10-76 of the General Statutes requires that the screening and identification criteria for those who are gifted and talented must be approved by the State Department of Education.

  Items for Consideration in Screening and Identification Criteria:
  Extraordinary Learning Ability

  a. Very superior scores on appropriate standardized tests. Criteria for "very superior" might be the upper two or three percent of an appropriate criterion group or scores which are at least two standard deviations above the local norms . . . .
  b. Judgments of teachers, pupil personnel specialists, administrators and supervisors who are familiar with the pupil's demonstrated and potential ability.
  c. Utilization of a multi-criteria approach is necessary.
  d. Intense interest and involvement in a specific intellectual area

Additional items of evidence used in the creative arts category should include:

a. Evidence of advanced skills, imaginative insight, intense interest and involvement

b. Judgments of outstanding talent based on appraisals of specialized teachers, pupil personnel specialists experts in the field and/or others who are qualified to evaluate the pupil's demonstrated and potential talent.

(Policies, Procedures and Guidelines for Gifted and Talented Programs, 1976)

SEA also provides more detailed suggestions on identification procedures in "Report of the Task Force on Identification."

- Services—Because Gifted and Talented are included in regulations governing services for other exceptionalities, the policies regarding services are too extensive to describe here. SEA does require that a written plan for the total program must be submitted to SEA for prior approval and should include: needs for program, philosophy, goals, objectives, target groups, identification procedures, administrative design, differentiated instruction, amount of time spent by pupils in program, coordination with total school program, staff qualifications, consultant services and evaluation.
- State Plan—Developed by parents, teachers, students, psychologists, university staff, administrators, SEA personnel, State Advisory Council on Special Education and approved in 1975.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Consultant for Gifted and Talented Programs, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA is developing records.

Financial

- Federal—During 1975-76 used $232,000 in funds from Title IVC and $89,000 in funds from VIB. During 1976-77 used $318,500 in funds from Title IVC, $78,000 in funds from VIB, and $8000 in funds from VID.
- State—Allocated an estimated $2.7 million in 1975-76 and an estimated $3 million in 1976-77.

Documents

"Conncept"
Other documents

Other Resources

SEA unit responsible for gifted and talented works with the Bureau of Elementary and Secondary Education and the Divisions of Administration and Vocational Education. The unit also works with the Connecticut Commission on the Arts on a Joint Committee on Education in the Arts.

SERVICES

Population

- Total School Population:
  1975-76: 652,449
  1976-77: 635,000
- Gifted and Talented Population:
  Identified 1975-76: 9100 1976-77: 10,000
  Served 1975-76: 6500 1976-77: 7100

Programs

Records are being developed.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Central Connecticut State College (gr)
St. Joseph College (gr)
Southern Connecticut State College (ug and gr)
Trinity College (gr)
University of Bridgeport (gr)
University of Connecticut (gr)
Western Connecticut State College (ug)

Inservice Training

- SEA—During 1975-76 sponsored four regional workshops with regular classroom teachers on providing for gifted and talented in regular classrooms, eight workshops for parents, and two workshops on administering and scoring Torrance Tests and Starkweather Tests of Creativity for guidance counselors and school psychologists. During 1976-77 sponsored two regional workshops on new policies and procedures for gifted and talented; four workshops on handicapped gifted and talented; 35 separate workshops for the various Task Forces on Curriculum, Evaluation, and Identification; and conducted 67 individual workshops on request from local school districts.
- IEU's and LEA's—Approximately 5% of the local systems provide inservice training.

DELAWARE

POLICY BASE

State Statutes

The Delaware legislature just passed Senate Bill No. 353 which amends Chapter 31, Title 14 of the Delaware Code. Major Sections relating to gifted and talented are as follows:

> Effective July 1, 1978, amend Chapter 31, Part I, Title 14 of the Delaware Code by striking the Chapter heading and by striking Sections 3101 through 3109 of said Chapter in their entirety and substituting in lieu thereof the following . . . .
>
> 3101. *Definitions*
>
> "Exceptional persons" means a handicapped person or a gifted and talented person, as defined herein.
>
> "Free appropriate public education" means special education that is specially designed instruction including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions, and related services as defined by State Board of Education Rules and Regulations and as may be required to assist a handicapped person to benefit from an education . . . .
>
> "Gifted or talented person" means a person in the chronological age group four through twenty years inclusive, who by virtue of certain outstanding abilities is capable of a high performance in an identified field. Such an individual, identified by professionally qualified persons, may require differentiated educational programs or services beyond those normally provided by the regular school program in order to realize his or her full contribution to self and society. A person capable of high performance as herein defined included one with demonstrated achievement and/or potential ability in any of the following areas, singularly or in combination:
>
> (1) general intellectual ability
> (2) specific academic aptitude
> (3) creative or productive thinking
> (4) leadership ability
> (5) visual and performing arts ability
> (6) psychomotor ability
>
> "Handicapped person" means a person in the chronological age group four through twenty years inclusive, who because of mental, physical, emo-

tional or learning disability problems as defined by the State Board of Education, requires special educational services in order to develop his or her capabilities . . . .

The State Board of Education is designated as the State Agency that shall make rules and regulations to carry out the provisions of this and other Titles relative to the identification, evaluation, education, training and transportation of exceptional persons including specific definitions for the categories of units for exceptional children authorized for funding in § 1703 of this Title . . . .

The State of Delaware shall provide, in the school districts of the State or in other State institutions and agencies or in special programs and private agencies as established or approved by the State Board of Education, that each handicapped person as defined in this Chapter shall receive a free and appropriate public education designed to meet his or her needs. The State Board of Education shall be the agency responsible for the implementation of this required provision . . . .

The extent of programs and facilities provided for persons determined to be gifted or talented shall be in accordance with the rules and regulations of the State Board of Education.

(Senate Bill No. 353).

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above.
- Identification Procedures—Identification of the gifted/talented should be done as a series of steps. The first step is *screening* through the use of multiple methods; the second is *identification* and *case study*. Screening includes some or all of the following: group tests of intelligence and achievement, creativity tests, teacher nominations, parent information, pupil data, pupil products, and teacher and parent notations on traits and behavior which may or may not be positive. Identification involves individual testing and case study which should be followed by educational planning.

(State Guidelines for Developing Local Plans for the Education of Gifted and Talented Students, 1975)

- Services—State Guidelines provide information on writing local plans and general suggestions on program considerations.
- State Plan—No adopted plan.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—No designated position.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—During 1975-76 used $24,000 from Title IVC funds, $25,000 from N.D.E.A., and $2,000 from Del-Mod Accent for Math and Science. During 1976-77 used $129,000 in funds from Title IVC.
- State—No allocations during 1975-76 or 1976-77.

Documents

"Guidelines for Developing Local Plans for Education of Gifted and Talented Students"

"Multiple Methods of Identification of Gifted and Talented Students"

Other Resources

SEA staff concerned with gifted and talented work with other SEA personnel in program development and evaluation of projects funded under Title IVC.

SERVICES

Population

- Total School Population:
  1975-76: 127,476
  1976-77: 122,273
- Gifted and Talented Population:
  Identified 1975-76: 1000 1976-77: 1300
  Served 1975-76: 1000 1976-77: 1300

Programs

During 1975-76 had 12 programs operating in eight local school districts.

PROFESSIONAL PREPARATION

Institutions of Higher Education

University of Delaware (gr)

Inservice Training

- SEA—During 1975-76 sponsored one statewide awareness conference for educators and parents on general needs and programs.
- IEU's and LEA's—The four districts receiving Title IVC funds sponsor inservice training.

DISTRICT OF COLUMBIA

POLICY BASE

State Statutes

The District of Columbia does not have any specific state statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—"Gifted and talented" means children and, where applicable, youth, who have been identified at the preschool, elementary, or secondary level as (1) possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, academic or leadership ability or in the performing and visual arts; and (2) needing differentiated education or services beyond those being provided by the regular school system to the average student in order to realize these potentialities.

(Policy Statement on Education of the Gifted and Talented, Approved by the Board of Education, March, 1976)

- Identification Procedures—Being developed.
- Services—Being developed.
- State Plan—Being developed.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One anticipated to be filled by Fall, 1977: State Coordinator, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Records being developed by SEA.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—No funds during 1975-76 or 1976-77.

Documents

Written materials are being developed.

Other Resources

The Divisions of Grants Administration, Instructional Services, Research and Evaluation, Pupil Personnel Services, Career Development and Special Education have been involved through participation in training institutes and representation on a statewide task force on gifted and talented education.

SERVICES

Population

- Total School Population:
  1975-76: 129,969
  1976-77: 125,848
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Trinity College (ug)
University of the District of Columbia (ug and gr)

Inservice

- SEA—No inservice sponsored during 1975-76 or 1976-77.
- IEU's or LEA's—SEA does not maintain records.

FLORIDA

POLICY BASE

State Statutes

The term "exceptional students" means any child or youth who has been certified by a specialist qualified under regulations of the state board to examine students who may be unsuited for enrollment in a regular class of the public schools or is unable to be adequately educated in the public schools without the provision of special classes, instruction, facilities or related services, or a combination thereof. The term "exceptional students" includes the following: the mentally retarded, the speech impaired, the deaf and hard of hearing, the blind and partially sighted, the crippled and other health impaired, the emotionally disturbed and socially maladjusted, those with specific learning disabilities, and the gifted.

The public schools of the state shall provide thirteen consecutive years of instruction beginning with kindergarten and shall also provide such instruction for exceptional children as may be required by law. The funds for support and maintenance of such schools shall be derived from state, district, federal or other law sources, combinations of sources, and shall include any tuition fees charged non-residents as provided by law. Public schools, institutions and agencies providing this instruction shall constitute the uniform system of public free schools prescribed by Art. IX of the state constitution . . . .

Each school board shall provide an appropriate program of special instruction for exceptional children. Such program shall be implemented in annual increments so that all exceptional children shall be served, except that all severely and profoundly retarded children shall be served by 1977-78.

(Florida Statutes pertaining to Exceptional Students, 1975 228.041, ((9)))

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted—one who has superior intellectual development and is capable of high performance. The mental development of a gifted student is two (2) standard deviations or more above the mean. In most tests the mean intelligence quotient is 100 and the standard deviation is 15-16.

(Regulations of the Florida State Board of Education, 6A-6)

- Identification Procedures . . . A student is eligible for special programs for the gifted if the student demonstrates:

(a) Superior intellectual development—an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence. In most tests the mean intelligence quotient is 100 and the standard deviation is 15-16. The standard error of measurement may be considered in individual cases.
(b) A majority of characteristics of gifted children according to a standard scale or checklist.
(c) Need for a special program.

Procedures for student evaluation. The following are the minimum evaluations required to determine a student's eligibility and educational placement: an evaluation of intellectual functioning, characteristics of the gifted, statement of nonacademic performance, and the need for a special program.

This rule shall take effect July 1, 1977.

(Regulations of the Florida State Board of Education, 6A-6)

- Services—Insufficient space to elaborate policies regarding services as all policies governing the education of children with special needs apply to the gifted.
- State Plan—No adopted plan.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Consultant for Gifted with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 10 full-time, 6 part-time; Educational: 279 full-time, 216 part-time, and 14 teacher aides.

Financial

- Federal—During 1975-76 received $36,000 in Title IV funds. During 1976-77 also received $36,000 in Title IV funds and $63,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—Allocated $11,493,222 during 1975-76 and $15,493,222 during 1976-77.

Documents

(3 Documents from 10-state consortium)
"A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students"
"Florida's State Resource Manual for Gifted Child Education"

Other Resources

SEA unit responsible for gifted and talented works with all subject area consultants in the Division of Curriculum and Instruction.

SERVICES

Population

- Total School Population:
  1975-76: 1,551,373
  1976-77: 1,537,336
- Gifted and Talented Population:
  Identified 1975-76: 20,143 1976-77: DNR
  Served 1975-76: 20,143 1976-77: DNR

Programs

During 1975-76 there were: 57 resource rooms serving 19,143 students, 10 self-contained classes serving 600 students, one special school serving 400 students, five summer programs serving 500 students.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Florida Atlantic University (gr)
Florida State University (gr)
University of Florida (gr)
University of South Florida (gr)

Inservice Training

- SEA—During 1975-76 and 1976-77 sponsored annual four-day conference for teachers and administrators and co-sponsored with Florida Association for Gifted an annual three day conference for over 1000 parents and educators. During 1976-77 sponsored a two-day workshop on curriculum design for approximately 50 teachers and administrators.
- IEU's and LEA's—Approximately 80% of the local school districts sponsor inservice training.

GEORGIA

POLICY BASE

State Statutes

All children and youth who are eligible for the general education program, preschool education, or who have special educational needs and three and four year old children who are either physically, mentally or emotionally handicapped or perceptually or linguistically deficient shall also be eligible for special education services . . . . Children and youth with special needs are those who have emotional, physical, communicative, or intellectual deviations, or a combination thereof, to the degree that there is interference with school achievements or adjustments, or prevention of full academic attainment and who require modifications or alterations in their educational programs. This definition includes children who are intellectually gifted, mentally retarded, physically handicapped, speech handicapped, behaviorally disordered, hospital or homebound, handicapped by a specific learning disability, multihandicapped, autistic, hearing impaired, visually impaired and any other areas of special needs which may be identified . . . .

Local units of administration shall, subject to any limitations hereinafter specified, provide a special education program for all students with special needs who are residents of their school systems . . . .

The State Board of Education shall have the authority to provide educational and training services for children who have special educational needs . . . .

The State Board of Education may promulgate any rules, regulations and standards and establish the terms and conditions governing the provision of State aid hereunder and perform any and all acts necessary or proper to carry out the provisions, intent and purpose of this section.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Students are intellectually gifted if their potential cognitive powers, when developed, qualify them to become high-level innovators, evaluators, problem-solvers, leaders or perpetuators in the complex society in which they live. Cognitive powers as used in this definition signify the complete range of intellectual functions, sometimes referred to as intellect, intelligence or mental abilities. Included are psychological concepts such as thinking, abstract reasoning, problem-solving, creativity, verbal comprehension, numerical facility among other.

(Regulations and Procedures: Special Education Program, 1976)

- Identification—For a student to be eligible for placement in a special program he must have the potential to perform at a significantly higher level than the average student. Significantly higher level refers to performance which places a student at least 1 1/3 standard deviations above the mean of the mental ability tests administered. Placement must be decided by the local placement committee after careful review of a complete case study on the student, which includes data relative to student's cognitive abilities, special interest, psychological data, school achievement, emotional and social maturity, creative ability, and recommendation of teacher.

(Regulations and Procedures: Special Education Program, 1976)

- Services—All regulations which govern the education of other children "who have special educational needs" apply equally to the gifted. In addition to the delivery models in the Special Education Regulations gifted programs may be offered through the following special arrangements: resource room; cluster group; extended day program; independent study; advanced placement; special seminar; joint enrollment program.
- State Plan—Developed by teachers, university staff, Georgia Learning Resource System staff, Cooperative Educational Service Agency Personnel and SEA personnel. Approved in 1969, revised in 1973 and currently being updated.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Two positions: Education Advisor for Program for the Gifted with 100% time devoted to gifted and talented and Education Advisor for Governor's Honors Program with 75% time devoted to gifted and talented. Both receive salary support from state funds.
- IEU's and LEA's—Administrative: 129 part-time, Educational: 330 full-time, Other IEU's: 3 part-time.

Financial

- Federal—During 1975-76 and 1976-77 received $60,000 annually in Title IVC funds. During 1976-77 received $65,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 allocated $299,592 for the Governor's Honors Program and $3,331,485 for teachers' salaries. During 1976-77 allocated $341,528 for the Governor's Honors Program and $3,902,910 for teachers' salaries.

Documents

(3 Documents from 10-state consortium)
"Gifted and Talented: An Identification Model"
"Guidelines for In-service Education: Gifted and Talented"
"Alternative Programming for the Gifted"
Other documents are also disseminated

Other Resources

The SEA unit responsible for gifted and talented works with other units within the Special Education Section and with the Teacher Education Section. The unit also works with universities and colleges within the state.

SERVICES

Population

- Total School Population:
  1975-76: 1,090,292
  1976-77: 1,095,142

- Gifted and Talented Population:
  Identified 1975-76: 24,000 1976-77: 24,340
  Served 1975-76: 24,000 1976-77: 24,340

Programs
During 1975-76, 123 LEA's provided programs such as resource rooms, independent study, and special courses. During 1976-77, 129 LEA's provided programs. The Governor's Honors Program operated in the summer of both school years and served approximately 600 students each year.

PROFESSIONAL PREPARATION

Institutions of Higher Education
Columbia College (gr)
Georgia College (gr)
Georgia Southern College (gr)
Georgia State University (gr)
University of Georgia (gr)
Valdosta State University (gr)

Inservice Training

- SEA—During 1975-76 SEA did not sponsor inservice training. During 1976-77 SEA sponsored three 3-day workshops for Georgia Learning Resource Center Directors and representatives from 16 Cooperative Education Agencies. The workshop participants then conducted 32 regional meetings for the local systems.
- IEU's and LEA's—Each year the 16 Georgia Learning Resource Centers provide inservice training for local school districts within their region.

HAWAII

POLICY BASE

State Statutes

The State Attorney General opined in July, 1976, that Chapter 301's definition of "exceptional children" applies to the "intellectually gifted" and "geniuses" as well as the handicapped.

> "Exceptional children" includes: Children under twenty years of age who deviate from the so-called normal person in physical, mental, social or emotional characteristics or abilities to such an extent that specialized training, techniques, and equipment are required to enable these persons to attain the maximum of their abilities or capacities . . . .
>
> It is hereby declared to be of vital concern to the State that all exceptional children residing in the State be provided with instruction, special facilities, and special services for education, therapy, and training to enable them to live normal competitive lives. In order to effectively accomplish such purpose the department of education shall establish and administer instruction, special facilities, and special services for the education, therapy, and training of exceptional children, and provide in connection therewith corrective therapy, together with academic, occupational, and related training . . . .
>
> Where one or more exceptional children are found in any one district superintendent's district the superintendent of education shall provide instruction, special facilities, and special services according to the specifications of this part in a manner most expedient and economical.
>
> *(Chapter 301, Part II)*

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Being developed.
- Identification Procedures—Being developed.
- Services—Being developed.
- State plan—Being developed by teachers, parents, students, psychologists, counselors, university staff, administrators, private citizens, and SEA staff.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: State Program Specialist, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—7 part-time district curriculum specialists

Financial

- Federal—No funds during 1975-76 but during 1976-77 received $65,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—No allocations during 1975-76. Information not available on 1976-77.

Documents
Written materials are being developed.

Other Resources
No other resources.

SERVICES

Population

- Total School Population:
  1975-76: 176,430
  1976-77: 174,943
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs
During 1975-76 the following programs were provided: 16 out of 34 high schools had early admissions programs, 10 out of 34 high schools offered advanced placement, 11 out of 34 high schools had independent study program, 7 intermediate schools had programs, and 47 elementary schools had some provisions for gifted and talented.

PROFESSIONAL PREPARATION

Institutions of Higher Education
University of Hawaii (gr)
University of Hawaii at Hilo (ug)

Inservice Training

- SEA—No training sponsored during 1975-76 or 1976-77.
- IEU's and LEA's—SEA does not maintain records.

IDAHO

POLICY BASE

State Statutes

> "Exceptional children" means those children whose handicaps, or whose capabilities, are so great as to require special education and special services in order to develop to their fullest capacity. This definition includes but does not limit itself to those children who are physically handicapped, mentally retarded, emotionally disturbed, chronically ill or who have perceptual impairment, visual or auditory handicap or speech impairment as well as those

children who are so academically talented that they need special educational programs to achieve their fullest potential. *(Section 33-2002)*

Responsibility of school districts for education of exceptional children . . . . Each public school district is responsible for and shall provide for the education and training of exceptional pupils resident therein.

Every public school district in the state may provide instruction and training for persons to the age of twenty-one (21) years who are exceptional children as defined in this act and by the state board of education. The state board of education shall determine eligibility criteria for the exceptional children, qualifications of special teachers and special personnel, programs of instruction and minimum standards for classroom and equipment to be used in administering the provisions of this act. *(Section 33-2001)*

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted/talented refers to those students with demonstrated achievement and/or potential ability in one or more of the following areas: general intellectual; specific academic aptitude, creative or productive thinking, leadership, visual/performing arts, or psychomotor ability.

(Administrative Rules and Regulations for Special Education)

- Identification Procedures—

Minimum Assessment Procedures

In order to qualify a student for full-time placement in a program for gifted/talented, *three or more* of the following five listed methods must be used in the assessment procedure: (1) achievement test scores; (2) intelligence test results; (3) results of creativity tests; (4) nominations, observations, and recommendations of teachers and other school personnel; (5) documentation from experts in a given field (art, music, drama, etc.).

Minimum Eligibility Criteria for Placement

The student must meet *three or more* of the following criteria: (1) scores on standardized achievement tests at or above the 98th percentile in the majority of areas tested; (2) scores on an individual intelligence test at or above the 98th percentile; (3) results of creativity tests or other assessments indicating demonstrated or potential ability in areas of creative and productive thinking, advanced insight, outstanding imagination, innovation or creative reasoning ability, advanced perception of cause and effect relationships, or ability in problem-solving or abstract concepts; (4) results of nomination or documented observations by two or more persons with expertise recognized by the Child Study Team in areas of academic or non-academic endeavors, and could include demonstrated or potential ability in leadership, mechanical, motor, or manual dexterity of student assessed; (5) documentation from one or more experts recognized by the Child Study Team in a given field such as art, music, drama, speech, language (debate, oratory) or other performance areas in visual/performing arts.

In addition, there must be documentation that the student's needs cannot be provided for with regular classroom instruction on a full-time basis.

Requirements for Re-evaluation

The need for re-evaluation shall be determined annually by professional judgment of the Child Study Team. Re-evaluation should include a review of student progress toward initially-stated goals and objectives, and could include any assessments employed by the school district such as parent, teacher, and student (self) surveys or questionnaires.

(Administrative Rules and Regulations for Special Education)

- Services—Insufficient space to elaborate policies regarding services as all policies governing the education of children with special needs apply to the gifted.
- State Plan—Plan was developed by students, university staff, administrators, legislators, SEA staff and other professionals. Plan was approved on September 5, 1974 by the Idaho State Board of Education.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Coordinator of the Gifted and Talented, with 50% time devoted to gifted and talented and from state funds.
- IEU's and LEA's—Administrative: 49 part-time; Educational: 40 full-time, 4 aides.

Financial

- Federal—No Federal Funds during 1975-76 but received $65,000 from P.L. 93-980, Section 404, Gifted and Talented funds during 1976-77.
- State—During 1975-76 allocated $74,915 and during 1976-77 allocated $681,000 in student and teacher reimbursements.

Documents

"Rules and Regulations for Special Education"
"Guidelines for Gifted and Talented Programs"

Other Resources

The state education unit which is responsible for gifted and talented works with the SEA Consultants in music, art, science, mathematics and language arts; the Vocational Education Department; and the Child Development Centers. The unit is also assisted by the Gifted/Talented Advisory and Funding Committee which is comprised of various supervisors and consultants within the State Department of Education.

SERVICES

Population

- Total School Population:
  1975-76: 196,616
  1976-77: 200,005
- Gifted and Talented Population:
  Identified 1975-76: 400 1976-77: 1200
  Served 1975-76: 400 1976-77: 1200

Programs

Almost all programs are resource rooms and/or utilize mentors and community resources.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Boise State University (gr)
College of Idaho (ug)
Idaho State University (gr)
Lewis and Clark (gr)
University of Idaho (gr)

Inservice Training

- SEA—During the 1975-76 school year sponsored a two-day state awareness conference for approximately 300 representatives from school districts, parents and community persons. During the 1976-77 school year sponsored a similar state conference for over 200 persons.
- IEU's and LEA's—During the 1976-77 school year three LEA's were targeted as Model Demonstration Centers for providing inservice training for other LEA's.

ILLINOIS

POLICY BASE

State Statutes

Illinois' statutes which govern programs for the gifted and talented are separate from statutes governing education of other exceptionalities.

. . . This enactment is for the purpose of assisting and encouraging local school districts in the development and improvement of an education program that will increase the educational services of the public schools of Illinois for gifted children as defined herein.

. . . "Gifted children" for the purpose of this and subsequent sections means children whose mental development is accelerated beyond the average to the extent they need and can profit from specially planned educational services.

. . . Administration of the program herein enacted shall be supervised by the State Superintendent of Education with the advice of an Advisory Council on Education of Gifted Children.

. . . There is hereby created an Advisory Council on Education of Gifted Children to consist of seven members appointed by the State Superintendent of Education, who shall hold office for seven years . . . .

. . . Pursuant to regulations of the State Superintendent of Education proposed programs for gifted children may be submitted to the Council by a school district, two or more cooperating school districts, a county, or two or more cooperating counties. Such proposals shall include a statement of the qualifications and duties of the personnel required in the fields of diagnostic, counseling, and consultative services and the educational materials necessary.

Upon receipt of such proposals the Council shall evaluate them and if found to contribute to the development of a State plan to increase the service of the public school in the field of education of gifted children the Council shall recommend the acceptance thereof to the State Superintendent of Education, who may approve the same. Upon the approval of the district's program and its operation for a full school term, the district shall be entitled to reimbursement for the services and materials required therefore.

. . . The State Superintendent of Education with the advice and consent of the Council is authorized to enter into contracts with school districts, colleges and universities for the conduct of area service centers, experimental projects and institutes in the field of education of gifted . . . .

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted Children shall be defined as those children who consistently excel or show the potential to consistently excel above the average in one or more of the following areas of human endeavor to the extent they need and can profit from specially planned educational services: General Intellectual Ability . . . Specific Academic Aptitude . . . Creative Thinking . . . Leadership Ability . . . Visual and Performing Arts Ability . . . Psychomotor Ability.

(Rules and Regulations to Govern the Administration and Operation of Gifted Education Reimbursement Programs, 1976)

- Identification Procedures—The process for identifying children as gifted in one or more of the above areas of giftedness shall be determined by the LEA. However, the identification process shall meet the following standards: The identification process must compare the gifted student's abilities to that of others in the LEA population; The identification process must establish criteria before the child is selected from the target population for special instructional programs or services; The identification process must establish specific cutoff points when standardized tests are used; The identification process must indicate a direct relationship between the criteria for selection and the instructional program or service provided for gifted children; The identification processmust indicate that the criteria for selection has been applied equally to every child in the LEA population; The *identification process must describe in detail specific criteria used for* student identification or, where appropriate, attach same as a sample to the preapproval application; The identification process must use a minimum of *three* of the following identification devices in identifying gifted children in any one of the above six areas of giftedness: intelligence tests (must be used as *one* of the devices to determine giftedness in Area 1 [General Intellectual Ability] achievement tests, aptitude tests, creativity tests (must be used as *one* of the devices to determine giftedness in Area 3 [Creative Thinking], personality inventories, self-concept inventories, teacher or specialist evaluation, past school performance, other identification devices may be used when approved by the Illinois Office of Education.

(Rules and Regulations to Govern the Administration and Operation of Gifted Education Reimbursement Programs, 1976)

- Services—In accordance with Chapter VI, Section 2.4 of *The Illinois Plan for Evaluation, Supervision, and Recognition of Schools,* every school district shall make provisions for students of different talents, intellectual capacities, and interests. Although this Article does not mandate gifted education, it does speak directly to the responsibility of the LEA to provide for the unique educational needs of all students.

. . . Those LEA's receiving gifted reimbursement funds shall design gifted educational programs in direct response to the educational needs of children identified as gifted in one or more of the following areas of giftedness [6 areas in definition] . . .

Educational objectives, experiences, and evaluation techniques shall be developed for each type of instructional program designed to meet the educational needs of gifted children. These objectives, experiences, and evaluation techniques shall stress personalized sequential education and be subject to continuing review, evaluation, and revision by all those individuals involved with the program.

. . . Programs and services designed to meet the educational needs of gifted children shall be an integral part of the standard school program. These programs and services may provide learning experiences that occur not only within but also outside the regular school classroom if the teacher and the school have carefully planned the work, and have criteria that demonstrate that these outside activities are part of the students' school experience.

(Rules and Regulations to Govern the Administration and Operation of Gifted Education Reimbursement Programs, 1976)

- State Plan—Being developed.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Two positions, Gifted Coordinator and Gifted Specialist, both with 100% time devoted to gifted and talented and salary support from State funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 but during 1976-77 used $32,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 and 1976-77 allocated $2.6 million annually for reimbursement to approved LEA programs.

Documents

Factsheet and Brochure on general awareness
"Questions and Answers on Illinois Gifted Program"
"Handbook on Evaluation of Gifted Programs"
Also under development is a document on exemplary programs and a five-year state plan.

Other Resources

SEA unit responsible for gifted and talented also works with Special Education.

SERVICES

Population

- Total School Population:
  1975-76: 2,269,892
  1976-77: 2,238,129 (Revised from previously published data)
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: 78,065
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records in "types of services."

PROFESSIONAL PREPARATION

Institutions of Higher Education

Chicago State University (gr)
Northern College of Education (ug)
Northern Illinois University (gr)
Southern Illinois University (gr)

Inservice Training

- SEA—No inservice training sponsored during 1975-76. During 1976-77 sponsored a statewide meeting for approximately 300 Program Coordinators and a state conference for 1000 educators and parents. The state also sponsored nine summer institutes lasting two to three weeks for teachers of gifted and talented.
- IEU's and LEA's—The nine Area Service Centers provided approximately 125 workshops primarily for regular classroom teachers.

INDIANA

POLICY BASE

State Statutes

Indiana does not have any specific state statutes that govern or significantly affect education of the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—"Gifted and Talented" are those children and youth whose talents, abilities and accomplishments allow them to excel or who show the potential to excel consistently in any human endeavor, and who require qualitatively differentiated educational programs and/or services in order to realize their contribution to self and society. This includes, but is not limited to:

1. the academically gifted—general intellectual ability and/or demonstrated specific academic aptitude
2. the creatively gifted—divergent, imaginative, original or productive thinking
3. the kinesthetically gifted—psychomotor talent or skills in the visual or performing arts
4. the psycho-socially gifted—leadership ability and ethical or moral development

- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—Adopted in 1974. Developed by parents and local administrators.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Consultant in Gifted/Talented Education, with 25% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—During 1975-76 used $11,540 from Title V, Section 505 funds; $47,360 from ESEA, Title IVC funds; $15,000 from P.L. 93-380 funds. Information on other funds used during 1976-77 not readily available.
- State—No funds during 1975-76 or 1976-77.

Documents

Written materials are being developed.

Other Resources

The SEA unit responsible for gifted and talented works with other personnel within the Division of Curriculum.

SERVICES

Population

- Total School Population:
  1975-76: 1,173,863 (Revised from previously published data.)
  1976-77: 1,163,179
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Ball State University (gr)
Butler University (gr)
Indiana State University (gr)
Purdue University (gr)

Inservice Training

- SEA—No inservice training sponsored during 1975-76. During 1976-77 SEA sponsored six one-day workshops for language arts teachers on basic programming for gifted within language arts, one one-week workshop for foreign language teachers on general awareness and programming within foreign languages, and one two-day workshop for teachers of gifted on preschool gifted.
- IEU's and LEA's—SEA does not maintain records.

IOWA

POLICY BASE

State Statutes

There are no specific statutes that govern educational programs for gifted and talented children and youth. The Department of Public Instruction, however, has rated education of gifted and talented children as a priority and has included this population in its legislative package which is currently in a committee of the Iowa State Legislature.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted and talented children are those identified by professionally qualified persons who by virture of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

  Children capable of high performance include those with demonstrated achievement and/or potential ability in any one of the following areas, singly or in combination: intellectual ability, creative and productive thinking, leadership ability, visual and performing arts, specific ability areas.

(Iowa Plan of Action for Gifted and Talented Students, Adopted 1974)

- Identification Procedures—Gifted and talented students with high potential shall be evidenced by two or more of the following factors in a given or specific area: Achievement in school work; scales or tests measuring intellectual ability and aptitude; scales or tests measuring creativity; scales or tests measuring leadership ability; judgments of teachers and/or counselors, school administrators, supervisors; opinions of parents and/or peers who are familiar with students' special competencies; evidence of exceptional talent; other appropriate indicators.

(Talented and Gifted Notebook issued by Iowa Department of Public Instruction, functions as general guidelines)

- Services—Local district programs that are approved for state funding must meet the needs of students in at least two of the five areas of giftedness as outlined in Iowa's definition of gifted and talented students.

School districts, in order to be eligible for state funds, shall maintain programs for the gifted on a regular basis for at least 17 weeks of a semester or for at least 34 weeks of an annual school term.

The Department of Public Instruction, through the Instruction and Professional Education Branch, shall establish guidelines for local district program approval.

(Guidelines for Legislation in Iowa Gifted and Talented Education, currently functioning as general guidelines according to SEA)

- State Plan—Adopted by State Board of Public Instruction in November, 1974 and revised in 1975.

RESOURCES

Personnel With Designated Responsibilities in Gifted and Talented

- SEA—Two positions: Curriculum Consultant with 50% time devoted to gifted and talented and salary support from state funds and Gifted and Talented Consultant with 100% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—Administrative: 3 part-time; Educational: 9 part-time, 16 full-time.

Financial

- Federal—During 1975-76 five local education agencies in Iowa received Title IVC grants which amounted to a total of $55,392. During 1976-77 agencies in the state received $58,575 in Title IVC grants. The state education agency received $40,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 and 1976-77 had annual allocation of approximately $10,000

Documents

"Talented and Gifted Notebook"

Other Resources

SEA unit responsible for gifted and talented works with Guidance, Career Education, Vocational Education, Special Education and Planning Research and Education. Unit also works with Alliance for the Arts, Children's Lobby, Councils for Social Science, Science, Reading, English, Math.

SERVICES

Population

- Total School Population:
  1975-76: 612,111
  1976-77: 605,127
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Buena Vista College (gr)
Clarke College (gr)
Drake University (gr)
Iowa State University (gr)
Marycrest College (gr)
Morningside College (gr)
University of Iowa (gr)
University of Northern Iowa (gr)

Inservice Training

- SEA—During 1975-76 the SEA co-sponsored a state-wide conference for approximately 500 educators and one three-day leadership conference for program administrators and teachers. During 1976-77 the SEA again co-sponsored the statewide conference for 640 educators and two three-day leadership conferences.
- IEU's and LEA's—Records are being developed by SEA.

KANSAS

POLICY BASE

State Statutes

"Exceptional children" means persons who: (1) Are school age, to be determined in accordance with rules and regulations which shall be adopted by the state board and said school age may differ from the ages of children required to attend school under the provisions of K.S.A. 72-111; and (2) differ in physical, mental, social, emotional or educational characteristics to the extent that special education services are necessary to enable them to progress toward the maximum of their abilities or capacities . . . .

The state board may adopt rules and regulations for the administration of this act and shall adopt, from time to time amend, and administer the state plan. Such rules and regulations, except emergency rules and regulations, shall have the force and effect of law . . . .

The board of education of every school district shall provide special education services for all exceptional children in the school district and said special education services shall meet standards and criteria set by the state board. Said special education services shall be planned and operative not later than July 1, 1979. The manner and time for implementation in school districts of special education services designed for each of the various categories of exceptionality shall be designated by the state board in accordance with the state plan.

Under the above statutory authority the Kansas State Board of Education has defined exceptional children as including the gifted.

Exceptional children are defined in K.S.A. 72-962 as those who "differ in physical, mental, social, emotional or educational characteristics to the extent that special education services are necessary to enable them to progress toward the maximum of their abilities or capacities." Such children include the mentally retarded, specific learning disabled, cerebral palsied, epileptic, gifted, hearing impaired, language impaired, speech impaired, personally and socially maladjusted, physically impaired, multiply/severely handicapped, deaf-blind, and visually impaired.
(Kansas State Plan for Special Education, 1976)

Administrative Policy: Regulations, Rules, Guidelines, and By-Laws

- Definition—Intellectually gifted individuals are those who have potential for outstanding performance by virtue of superior intellectual abilities. The intellectually gifted are those with demonstrated achievement and/or potential ability. Individuals capable of outstanding performance include both those with demonstrated achievement and those with minimal or low performance who give evidence of high potential in general intellectual ability, specific academic aptitudes, and/or creative thinking abilities.

(Kansas State Plan for Special Education, 1974)

- Identification Procedures—

PHASE I: Initial Referral and Screening

The purpose of the initial referral and screening procedure is to locate and identify candidates for gifted programs subject to comprehensive evaluation and selection criteria. Appropriate screening procedures include, but are not limited to: School professional referral (e.g. by administrator, principal, teacher, psychologist, or counselor); parent referral; peer referral; self referral; referral and information from community or agency sources; group tests of intelligence; group tests of achievement.

PHASE II: Comprehensive Evaluation

The comprehensive evaluation of students referred for programs for the gifted shall utilize multi-disciplinary and multi-sourced information . . . .

In this phase of the identification procedure, it is recommended that use be made of as many of the following possible assessment tools as necessary to insure the inclusion of achieving, underachieving, culturally different, handicapped, and disadvantaged individuals. Examples of assessment tools useful in a comprehensive evaluation are: Individual tests of intelligence; individual tests of achievement; autobiographical inventories; tests of creative thinking abilities; tests of critical thinking; aptitude tests; interest inventories; data from school counselors; sociometric devices; rating scales; appropriate checklists; pupil products; academic history and grades; demonstrated accomplishments; other relevant individual data.

PHASE III: Final Review for Possible Placement

Student information and data compiled during the initial referral, screening and comprehensive evaluation phases shall be submitted to the district's/cooperative's placement committee for final consideration. Evidence of intellectual giftedness shall be determined by professionally qualified persons.

(Kansas State Plan for Special Education, 1974)

- Services—The characteristics and needs of the individuals placed in the program will dictate the type of program to be implemented. A comprehensive study of the gifted individual's characteristics and needs must be conducted in order to plan for the nurture and development of exceptional abilities. To facilitate the development of these abilities, persons responsible for program design will want to examine known prototypes and alternatives . . . . Program models selected by district/cooperative planning groups must incorporate descriptions of activities and experiences which will assist in the development of higher level cognitive and affective processes . . . .

Maximum number of students to be served in various program models are established to provide districts a guide in planning for comprehensive services. The following shall be observed in the implementation of programs when providing direct services to students:

PROGRAM MODEL	*MAXIMUM NUMBER OF STUDENTS TO BE SERVED*
Consulting Teacher	N/A No more than 1/3 of teaching time scheduled with children.
Itinerant	25
Resource	35
Self-Contained	20

The components of a program for the gifted must be markedly distinct to distinguish it from programs for general education. In an overall program plan for the gifted initiated by local districts/cooperatives, the various components must be adapted and tailored to the needs of the individuals and to local resources.

(Kansas State Plan for Special Education, 1974)

- State Plan—Developed by teachers, parents, psychologists, counselors, university staff, administrators, private citizens and SEA personnel and approved in 1976.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Special Education Specialist, with 75% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 4 full-time; Educational: 30 full-time, 6 part-time.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—Allocated approximately $85,000 in 1975-76 and approximately $100,000 in 1976-77.

Documents

"Kansas State Plan for Special Education"
Another document is being developed

Other Resources

SEA unit works with the Special Education Administration and the Educational Improvement and Development and the Program Approval and Compliance Divisions.

SERVICES

Population

- Total School Population:
  1975-76: 448,064
  1976-77: 436,526
- Gifted and Talented Population:
  Identified 1975-76: 1000 1976-77: 1500
  Served 1975-76: 1000 1976-77: 1500

Programs

During 1975-76 there were six special classrooms serving 350 students, two itinerant teachers serving 50 students, and 25 resource teachers serving 400 students. During 1976-77 there were six special classrooms, five itinerant teachers, and 30 resource teachers.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Emporia State University (gr)

Kansas State University (gr)
The University of Kansas (gr)

Inservice Training

- SEA—During 1976-77 conducted three one-day regional workshops on general awareness and a two-day Statewide conference on Handicapped Gifted.
- IEU's and LEA's—SEA does not maintain records.

KENTUCKY

POLICY BASE

State Statutes

Kentucky does not have any specific statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted and talented children are those who by virtue of outstanding ability are capable of high performance. These high performance children are the ones who have demonstrated achievement or potential ability in any of the following areas, singly or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, psychomotor ability.
- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—Developed by teachers, parents, psychologists, university staff, administrators, and SEA staff and approved in 1974.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Coordinator of Programs for Gifted and Talented, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 but during 1976-77 used $46,000 from Title IVC funds and $65,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—No allocations during 1975-76 or 1976-77.

Documents

(3 Documents from 10-state consortium)
"Gifted and Talented: An Identification Model"
"Alternative Programming for the Gifted"
"Guidelines for In-Service Education: Gifted and Talented"

Other Resources

SEA unit responsible for gifted and talented works with the Divisions of Program Development, Guidance Services, Staff Development, Title IV and with the Bureau of Education for Exceptional Children.

SERVICES

Population

- Total School Population:
  1975-76: 691,612
  1976-77: 694,000 (Data estimated by State)
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA is developing records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Eastern Kentucky University (gr)
Morehead State University (gr)
Murray State University (gr)

Inservice Training

- SEA—During 1975-76 conducted awareness activities. During 1976-77 sponsored one-day inservice training in each of 22 school districts serving 3200 educators and five regional workshops for 150 educators. Also sponsored two weeks of training for five representatives from each of 22 school districts and two additional weeks of training for some of the school district personnel.
- IEU's and LEA's—Records are being developed.

LOUISIANA

POLICY BASE

State Statutes

. . . It is and shall be the duty of the various branches and divisions of the public school system of Louisiana, both state and local, to offer the best available educational, learning, and training facilities, services, classes, and opportunities to all children of school age within their respective boundaries. This includes all children of school age whether normal, exceptional, crippled, or otherwise either mentally or physically handicapped, and whatever may be the degree of that handicap . . . .

Physically handicapped, mentally handicapped, and other exceptional children, for the purpose of this and subsequent sections, include slow learners, educable, and trainable mentally retarded; deaf and hard of hearing; speech impaired; blind and/or partially sighted; emotionally disturbed; cerebral palsied; gifted; children with learning disabilities, crippled, and other health impaired children who by reason thereof require or need special educational and/or training services, facilities and opportunities . . . .

Children who have been identified and are eligible for services in the categories described in the preceding paragraph shall be not less than three years of age nor more than twenty-one years of age, subject to the rules and regulations of the State Board of Education concerning the age groups of children who may be reasonably taught or trained together.

(L.R.S. Title 17, Chapter 8)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Being developed.
- Identification Procedures—Being developed.
- Services—Being developed.
- State Plan—Being developed by teachers, parents, students, university staff, administrators and SEA personnel.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: State Coordinator, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—No allocation for 1975-76 but during 1976-77 allocated $250,000 for inservice training.

Documents

(3 Documents from 10-state consortium)
"Gifted and Talented: An Identification Model"
"Alternative Programming for the Gifted"
"Guidelines for In-Service Education: Gifted and Talented"

Other Resources

SEA unit responsible for gifted and talented works with other units within Special Education and with Vocational Education, Career Education, Right to Read Guidance, Elementary and Secondary Library, Bilingual and Early Childhood. Unit also works with the Louisiana Council for the Arts and the Handicapped.

SERVICES

Population

- Total School Population:
  1975-76: 847,202
  1976-77: 839,499
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: 2,000

Programs

Most students are served through resource room programs.

PROFESSIONAL PREPARATION

Institutions of Higher Education

McNeese State University
Northwestern State University
University of Southwestern Louisiana

Inservice Training

- SEA—No training sponsored during 1975-76. During 1976-77 sponsored four training sessions, lasting two to three days for 22 teams of administrators and teachers from 18 parishes and 4 universities. Training covered various aspects of comprehensive program development.
- IEU's and LEA's—SEA does not maintain records.

MAINE

POLICY BASE

State Statutes

Maine does not have any specific state statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines or By-Laws

- Definition—"Gifted and talented" are those identified by professionally qualified persons who, by virtue of outstanding ability, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

"Children capable of high performance" include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability.

(Education of the Gifted and Talented—Position Paper, Gifted and Talented Advisory Board, 1975)

- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—Developed and updated by teachers, parents, students, counselors, university staff, SEA personnel but not adopted.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Two positions: Consultant for Gifted and Talented with 100% time devoted to gifted and talented and salary support from federal funds and Project Director with 10% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76. During 1976-77 used $25,000 from P.L. 93-380, OGT funds.
- State—During 1975-76 had $5,000 for state awareness conferences and advisory board meetings. No funds during 1976-77.

Documents

Written materials are being developed.

Other Resources

The SEA unit responsible for gifted and talented works with other units within the Division of Special Education and with Division of Curriculum, Division of Vocational Education and the Right to Read Project. The unit also works with the Maine Reading Association, Maine Alliance for Arts Education, and Maine Teachers Association.

SERVICES

Population

- Total School Population:
  1975-76: 250,931
  1976-77: 248,822
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

University of Maine: At Orno, Portland-Gorham and Presque Isle (ug)

Inservice

- SEA—No inservice sponsored during 1975-76. During 1976-77 inservice workshops for general awareness were held at 52 schools and recertification courses for indepth training were taught at five schools.
- IEU's and LEA's—Records are being developed by SEA.

MARYLAND

POLICY BASE

State Statutes

Maryland's statutes which govern programs for the gifted and talented are separate from statutes governing education of other exceptionalities.

For the purpose of this subtitle the gifted and talented are those elementary and secondary students who are identified by professionally qualified persons as having outstanding abilities in the areas of general intellectual capabilities or specific academic aptitudes or in the creative, visual or performing arts.

These gifted and talented students have a need for differentiated services beyond those normally provided by the regular school program in order to develop their potentialities.

The State Board of Education shall encourage the development and implementation of programs by the County Boards of Education and by the Board of School Commissioners of Baltimore City for gifted and talented children.

To the extent funds are provided in the state budget or are available from other sources, the State Board of Education shall provide guidance and consultative and technical assistance and fiscal support for programs which include but are not limited to:

(1) Teacher training to incorporate instruction in methods and techniques designed to enable teachers to identify and teach gifted and talented children;

(2) Research undertaken to assist in developing new or modified curricula for gifted and talented children;

(3) Evaluation, demonstration, and dissemination of findings related to programs for gifted and talented children.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above.
- Identification Procedures—The identification of gifted and talented students includes screening and identification. The screening procedure must take place first to ensure that potentially gifted students are given the opportunity to demonstrate their talents . . . . The identification procedures and criteria will be specific to different areas of giftedness and appropriate to the various types of experiences to be offered, and determined by the amount of talent and the available resources in the area . . . .

Special consideration should be given as early as possible to culturally different and underachieving gifted and talented students . . . .

Screening for gifted and talented students should not overlook children who are in special programs for the handicapped . . . .

Maryland has detailed guidelines for screening and identification of students who demonstrate exceptional abilities in the following areas: general intellectual ability, specific academic aptitude, leadership ability, creative and productive thinking, visual and performing arts, psychomotor skills.

The guidelines for general intellectual ability and/or specific academic aptitude are below. Guidelines for other ability areas are not included due to space limitations.

Screening/Identification of Students Who Demonstrate General Intellectual Ability and/or Specific Academic Aptitude

Initial Screening

Intelligence and achievement tests.

Performance at two or more grades above grade level.

Score of 120 on a group intelligence test.

Score of 130 on an individual intelligence test.

School systems may at their own discretion wish to include students of the initial screening who do not meet the above but are strongly recommended by staff, parents, and others.

Behavior checklist.

Identification

More difficult tests of specific aptitudes (such as DAT, APT, and PTM) should be used for final selection.

Individual intelligence testing should be used for early primary students and for students whose eligibility is questioned.

Specific scores for entry into the program should be determined by each school district on the basis of available scores.

Those students who meet the intellectual criteria should be further screened for social maturity and any other disabling intellectual handicap which might inhibit performance in differentiated programs.

("Maryland Guidelines for Gifted and Talented Programs," developed by SEA but not yet approved by Board of Education)

- Services—Programs for the Gifted/Talented should differ significantly from programs for other students . . . .

—The program should emphasize higher level skills, concepts and processes.

—The instructional strategies should be designed to accommodate the learning styles of the gifted/talented.

—The curriculum content should be designed to accommodate the interests and abilities of gifted/talented.

—A greater variety of organizational patterns should be used within the classroom and the school.

Each school system has the responsibility to provide continuous programming for gifted students, K-12.

Programs for the gifted/talented should involve the learners in a greater amount of decision-making and independent investigation at an early stage in their development.

("Maryland Guidelines for Gifted and Talented Programs", developed by SEA but not yet approved by Board of Education)

- State Plan—Developed by teachers, parents, psychologists, university staff, local administrators, legislators, private citizens, school board members and adopted in 1975. Plan includes an introduction, definitions and objectives.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Four positions: Coordinator of Gifted and Talented with 100% time devoted to gifted and talented, two Consultants, and one Specialist in Gifted and Talented with 50% time devoted to gifted and talented. All four positions receive salary support from state funds.
- IEU's and LEA's—Administrative: 7 full-time, 1 part-time; Educational: 42 full-time, 300 part-time.

Financial

- Federal—During 1975-76 received $166,000 in Title IVC funds to operate summer centers for Gifted and Talented. During 1976-77 received $341,425 in Title IVC funds for the summer centers and $43,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—Amount of allocation for 1975-76 not available. During 1976-77 allocated $86,756.

Documents

Written materials being developed.

Other Resources

SEA unit responsible for gifted and talented works with other units within the Division of Instruction: Instructional Television; Library Services; Basic Skills and Vocational Education. Unit also works with Maryland Arts Council, Alliance for Arts in Education and organizations for Music, Art and English educators.

SERVICES

Population

- Total School Population:
  1975-76: 880,927
  1976-77: 860,929 (Revised from previously published data)
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: 7,500 1976-77: 20,000

Programs

SEA is developing records.

PROFESSIONAL PREPARATION

Institutes of Higher Education

Johns Hopkins University (gr)
Towson State University (ug and gr)
University of Maryland (gr)

Inservice Training

- SEA—During 1975-76 co-sponsored Project GREAT a 10-day institute as well as a five day summer workshop. During 1976-77 trained 150 school personnel who in turn provided training for 1800 other educators and 200 parents.
- IEU's and LEA's—Eleven school systems provided inservice training.

MASSACHUSETTS

POLICY BASE

State Statutes

Massachusetts does not have any specific state statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—No adopted policy.
- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—No adopted policy.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Project Director with 100% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76. During 1976-77 used $60,000 from P.L. 93-380, OGT funds.
- State—No funds during 1975-76 or 1976-77.

Documents

No written materials.

Other Resources

No other resources.

SERVICES

Population

- Total School Population:
  1975-76: 1,198,410 (Data estimated by State)
  1976-77: DNR
- Gifted and Talented:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: 400*

* 400 students attended special leadership training workshop as part of P.L. 93-380, OGT funded project.

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Lesley College (ug)
Northeastern (ug)

Inservice Training

- SEA—No inservice sponsored during 1975-76. During 1976-77 SEA sponsored four workshops for community and educational personnel interested in developing their own program for gifted and talented.
- IEU's and LEA's—SEA does not maintain records.

MICHIGAN

POLICY BASE

State Statutes

This act shall be known and may be cited as the "education for the gifted and/or academically talented act."

The "gifted and/or academically talented" means elementary and/or secondary school students who may be considered to be (1) intellectually gifted, (2) outstanding in school achievement, and/or (3) those who have outstanding abilities in particular areas of human endeavor, including the arts and humanities.

"Education for the gifted and/or academically talented" means a school program, whether of an enrichment, an acceleration, an individualized instruction, or a special grouping nature, that provides for educational opportunities commensurate with the abilities, achievements, or special needs of the gifted and/or academically talented students . . . .

The advisory commission on education of the gifted and/or academically talented is created in the department of education. The commission consists of 20 members of which not more than 1/2 shall represent the education profession. The members shall be appointed by the state board of education. The state superintendent of public instruction or his designated agent shall be a nonvoting, ex officio member and shall serve as chairman. The commission membership shall include a director appointed by the state board of education, representatives of labor, business, or industry, a noneducational state governmental agency, local and intermediate school board members and administrators, a community college district, a 4-year college or university, a neighborhood education authority, a school psychologist, a specialist in the psychology and education of the gifted and/or academically talented students, a parent, a teacher, a counselor, a high school student, and a post high school student.

The director shall be employed full time as a staff member of the department of education and shall carry out all administrative and organizational functions of the commission as well as any other duties concerning the needs of the gifted and/or academically talented students . . . .

The commission shall evaluate current state, regional, and local efforts toward education of the gifted and/or academically talented and shall submit to the state board of education its findings.

The commission shall recommend to the board guidelines and performance objectives for a comprehensive education program for the gifted and/or academically talented and shall provide an estimate of the cost of the program or programs recommended.

The commission shall present to the board proposed legislation to implement its recommendation. The state board of education shall study the recommendations and evaluations submitted to it by the commission and shall provide to the legislature and the governor by December 1, 1975, an estimate of the cost of implementing a comprehensive plan for education of the gifted and/or academically talented in the state and proposed legislation to implement the plan.

(Act 299 Sections 1-4)

From the amount appropriated in section 11 there is allocated not to exceed $200,000.00 for 1976-77 to applicant districts for the purpose of experimenting with, evaluating and reporting upon programs of special instruction for children who are academically talented or gifted in terms of uniquely high intelligence or special ability to such a degree that their academic potential might not be realized in a normal instruction setting. Beginning in the 1975-76 fiscal year, a district shall receive funds under this section for no more than three additional fiscal years.

(State Aid Act, Section 47)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above. Also uses USOE definition of gifted and talented.
- Identification Procedures—Being developed by SEA. Local districts must develop procedures and submit an application to receive state funds authorized under Section 47.
- Services—Being developed by SEA. Local districts submit proposal to receive state funds authorized under Section 47. Proposals must include: introduction, definition of students to be served and identification procedures, goals and objectives, needs assessment, description of program, evaluation, and personnel.
- State Plan—Developed by "Advisory Commission on Education of the Gifted and/or Academically Talented" as described in Act 299 ("State Statutes" section) and adopted in 1976.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Coordinator of Programs for the Gifted, with 50% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—Received $11,400 in 1975-76 and $30,000 in 1976-77 from Title V funds. During 1976-77 received $30,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 and 1976-77, allocated $200,000 annually for pilot programs in local school districts.

Documents

"Guidelines for Implementation of Section 47 of the 1976-77 State Aid Act"

"Instruments for Evaluating the Seven Program Objectives for Michigan's Pilot Projects for the Gifted and Talented"

"Information Report: Michigan's 1976-77 Pilot Programs for Gifted and Academically Talented Students"

Other Resources

SEA unit works with Special Education and Vocational Education Service Areas and with the Michigan Association of Academically Talented.

SERVICES

Population

- Total School Population:
  1975-76: 2,073,288
  1976-77: 2,035,703
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: 1600* 1976-77: 1600*

* Served in Pilot Programs.

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Central Michigan University (gr)
Eastern Michigan University (gr)
Michigan State University (gr)
University of Michigan (gr)
Western Michigan University (gr)

Inservice Training

- SEA—No training sponsored during 1975-76. During 1976-77 sponsored two three-day workshops for 300 teachers and 300 program administrators. Also conducted inservice for the personnel of the 12 pilot projects.
- IEU's and LEA's—SEA does not maintain records.

MINNESOTA

POLICY BASE

State Statutes

Minnesota does not have any specific statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—High potential children are those who by virtue of outstanding abilities are capable of high performance. These are children whose potentialities can be realized through differentiated educational programs and/or services beyond those normally provided by the regular school program. Children capable of high performance include those with demonstrated achievement or potential ability in any of the following areas, singly or in combination: General intellectual ability; specific academic aptitude; creative or productive thinking; leadership ability; visual and performing arts.

(Suggested Approach to the High Potential: Gifted and Talented Pupils, Approved by State Board of Education, 1976)

- Identification Procedures—School districts may use a variety of measures to identify such students. Such measures include but are not limited to one or more of the following:

1. Achievement of students at or above the 95th percentile on a standardized measure. Such measure shall not discriminate with respect to the ethnic or cultural backgrounds of pupils in Minnesota.
2. Teacher recommendations, particularly where a standardized test is not available or when available tests are, in the opinion of the school district, an inadequate measure of the pupil's ability.
3. Parent recommendations.
4. Student recommendations (either self or peer selection).
5. Demonstrated performance.

(Suggested Approach to the High Potential: Gifted and Talented Pupils, Approved by State Board of Education, 1976)

- Services—School districts are to provide appropriate educational programming for the benefit of such pupils.

1. School districts are to adopt plans to be filed with and approved by the Commissioner which shall include differential programming for each high potential pupil from kindergarten through twelfth grade.
2. For a plan to be approved, the differential programming may include, but shall not be limited to:
   a. The utilization of community personnel, higher education systems and organizations to work with high potential pupils;
   b. Release from class hours to work on special projects;
   c. Field trips and seminars;
   d. The provision of special classes;
   e. Individualized enrichment in the regular classroom.
3. Differential programming shall be an integral part of the total progamming of the district.

(Suggested Approach to the High Potential: Gifted and Talented Pupils, Approved by State Board of Education, 1976)

- State Plan—No adopted plan.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Gifted Education Coordinator with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Approximately 109 administrative and educational staff members either full- or part-time.

Financial

- Federal—During 1975-76 used $70,000 in funds from Title IV. In 1976-77 used $70,000 in funds from Title IV and $30,000 through the Wisconsin Consortium funded under 93-380, Section 404, Gifted and Talented.
- State—Allocated $6,000 annually during 1975-76 and 1976-77 for administrative costs of SEA unit.

Documents

SEA has developed and disseminates a Program Design Packet which contains 12 documents.

Other Resources

SEA unit responsible for gifted and talented works with Vocational and Guidance and Instruction Divisions and the SEA Humanities Task Force. Unit also works with the Poet In the Schools Program and the Minnesota Council for the Gifted.

SERVICES

Population

- Total School Population:
  1975-76: 879,944
  1976-77: 862,591 (Revised from previously published data)
- Gifted and Talented Population:
  Identified 1975-76: 22,500 1976-77: 24,000
  Served 1975-76: 22,500 1976-77: 24,000

Programs

During 1976-77, on the elementary level there were the following programs:

19 programs offering 1 hour per week instruction, 14 programs offering 1-2 hours per week instruction, 9 programs offering 2-3 hours per week instruction, 4 programs offering 4-6 hours per week instruction, 4 programs offering 10-15 hours per week instruction, 3 programs offering 20-24 hours per week instruction.

On the junior-high level there were 13 programs consisting primarily of advanced or enriched curricular courses. On the high-school level there were 17 programs.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Bemidji State University (ug)
Mankato State University (ug and gr)
Moorhead State University (ug and gr)
St. Cloud State University (ug and gr)
University of Minnesota at Minneapolis and Duluth (ug and gr)
Winona State University (ug and gr)

Inservice Training

- SEA—During 1975-76, held workshops at state, local, and regional level for teachers, administrators, parents, and support services personnel. During 1976-77, sponsored ten regional seminars for seven person teams from 91 school districts on design and implementation of plan. Also provided ten weeks of training for 24 candidates in Minnesota Gifted Education Masters Program.
- IEU's and LEA's—SEA does not maintain records.

MISSISSIPPI

POLICY BASE

State Statutes

An exceptional child shall be defined as any child of educable and trainable mind as herein defined, under twenty-one (21) years of age for whose particular needs institutional care and training are not available in this state or who cannot or should not pursue regular classwork because of defective hearing, vision, speech, mental retardation or physical handicap or because of the possession of an exceptionally high degree of intellect, ability or creative talent. Such children shall be determined by competent professional persons . . . .

In any school district where properly interested persons or agencies or parents or guardians of five (5) or more of any one (1) group of exceptional children or of types which may be taught together, with the exception of those children possessing an exceptionally high degree of intellect, ability or creative talent, petition the board of trustees or governing board of the district for a special class or classes, the school authority shall request, within thirty (30) days of the date of the filing of said petition with said board, the State Department of Education to cooperate in securing a screening team approved by the State Department of Education, to diagnose and evaluate the exceptional children referred to the school authority by the petitioner, parents or guardians, district school personnel, governmental and nongovernmental agencies which serve the same area as the school district.

Where the screening team identifies five (5) or more of such exceptional children of any one (1) type or of types that can be instructed and trained together, the school authority shall request that the State Department of Education cooperate in the establishment of the necessary class or classes under rules and regulations established for this purpose by the State Department of Education. Provided, that two (2) or more school districts may join together and contract to establish a special class or classes.

(Mississippi Code of 1972, Section 1. 37-23-3. Section 2. 37-23-7)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are *capable of high performance*. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and society.

(Policies and Operating Procedures for the Mississippi Program for Exceptional Children, 1976)

- Identification Procedures—

School's Responsibility

Complete . . . Pupil Personal Data Sheet for each student being referred.

Submit Pupil Personal Data Sheet to a Regional Screening Team for eligibility determination. The items listed below should be included; note that flexibility is allowed here because of the great variety in programs. The procedure for identification of students must be spelled out in your pilot program proposal submitted to the Special Education Section.

a. Group scholastic aptitude tests
b. Standardized achievement tests
c. Teacher recommendations and/or anecdotal records
d. Scholastic record
e. Evidence of special intellectual aptitude
f. Individual intelligence tests (required for any program with academic orientation)
g. Auditions, copies of creative work, and other supporting evidence.

The recommendation of the Local Survey Committee must be included on the Pupil Personal Data Sheet.

Eligibility for Class Placement

Prior to placement in a class for the gifted/talented, students must be screened and declared eligible for this type of program by a Regional Screening Team. The school district must have approval of its pilot program from the Special Education Section before pupils may be served.

After one year of placement in a class for the gifted/talented, students must be reassessed by the Local Survey Committee . . . .

(Policies and Operating Procedures for the Mississippi Program for Exceptional Children, 1976)

- Services—Gifted/talented students have varied interests and abilities. Consequently, in developing educational programs for them, individualization should be stressed . . . . The curriculum and program may . . . be planned from the results of the individual child study. Each individual program must be developed, keeping in mind the best interests of the participating children. Because of these things, a program proposal in line with the pilot program requirements listed below will be required each year.

Describe Title of Program
Description of Need
Program development information
  Designation of pupils by exceptionality
  Procedures followed in evaluation of pupils
  Number of pupils to be served
  Designated teacher's experience and background . . .
  Degree of involvement of resource persons . . . .
Program objectives and related activities
Evaluation criteria

A school district program may take a variety of forms, depending on the following: (1) number of gifted/talented students identified; (2) the available or obtainable resources in the community, both human and physical; (3) the local education point of view.

(Policies and Operating Procedures for the Mississippi Program for Exceptional Children, 1976)

- State Plan—Developed by teachers, University staff, administrators, and SEA staff and adopted in 1976.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Two positions: Consultant, with 100% time devoted to gifted and talented and salary support from federal funds; Assistant Director of the Division of Instruction Special Education Section with 15% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 14 part-time; Educational: 70 full-time.

Financial

- Federal—No funds during 1975-76. During 1976-77 received $84,000 in Title IVC funds and $60,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—Amount of allocation for 1976-77 not available. During 1975-76 allocated $474,698.

Documents

"Policies and Operating Procedures for the Mississippi Program for Exceptional Children"
Other written material

Other Resources

SEA unit responsible for gifted and talented works with curriculum area consultants within the Division of Instruction and with universities and colleges within the state.

SERVICES

Population

- Total School Population:
  1975-76: 512,407
  1976-77: 510,209
- Gifted and Talented Population:
  Identified 1975-76: 1500 1976-77: 2100
  Served 1975-76: 1500 1976-77: 2100

During 1975-76, approximately 1,379 students who were identified and received services were gifted in the ability area of "general intellectual" and 221 were gifted in the area "visual and performing arts." During 1976-77, approximately 2000 students were gifted in the ability area "general intellectual" and the rest were gifted in "Visual and Performing arts."

Programs

SEA is developing records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Jackson State University (gr)
Mississippi State University (gr)
University of Southern Mississippi (gr)
University of Mississippi (gr)

Inservice Training

- SEA—Information on training during 1975-76 not available. During 1976-77 sponsored 12 inservice workshops for approximately 550 educators, three workshops for approximately 250 parents, and two two-day workshops for teachers of gifted and talented on new curriculum ideas. Also sponsored two week-long workshops awarding graduate credit to teams of administrators and teachers from districts wishing to start programs. Workshops offered comprehensive program planning assistance.
- IEU's and LEA's—SEA does not maintain records.

MISSOURI

POLICY BASE

State Statutes

. . . it is hereby declared the policy of the state of Missouri to provide or to require public schools to provide to all handicapped and severely handicapped children within the ages prescribed herein, as an itegral part of Missouri's system of gratuitous education, special educational services sufficient to meet the needs and maximize the capabilities of handicapped and severely handicapped children . . . .

"Gifted children," children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum;

"Handicapped children," children under the age of twenty-one years who have not completed an approved high school program and who, because of mental, physical, emotional or learning problems, require special educational services in order to develop to their maximum capacity;

"Severely handicapped children," handicapped children under the age of twenty-one years who, because of the extent of the handicapping condition or conditions, as determined by competent professional evaluation, are unable to benefit from or meaningfully participate in programs in the public schools of a regular or special nature;

"Special educational services," programs designed to meet the needs and maximize the capabilities of handicapped or severely handicapped children and which include, but are not limited to, the provision of diagnostic and evaluation services, student and parent counseling, itinerant, homebound and referral assistance, organized instructional and therapeutic programs . . . .

Where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs, districts may establish special programs for such gifted children.

The state board of education shall determine standards for such programs. Approval of such programs shall be made by the state department of elementary and secondary education based upon project applications submitted by July fifteenth of each year . . . .

For approved programs for gifted children, state aid not to exceed half of the cost of instructional personnel and special materials listed and approved on the project application shall be apportioned.

(162.670, 162.675, 162.720 and 162.975 RSMo)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above.
- Identification Procedures—Identification and selection of students as Gifted/Talented should be determined through the use of multiple criteria: Standardized or observable tests and measurements; demonstrated or potential abilities as determined by qualified individuals; or by other valid means such as peer nominations, semantic differential tests, self-nomination, or citizen nomination. *No singular test, test score, other measurement, or nomination should be the determining factor* . . . .

Standardized tests help to identify those students who are verbally gifted and those who have unusual ability in particular academic aptitudes (science, math, reading, etc.), but there are many students whose rare and distinctive gifts in music, writing, or the arts are not revealed by tests, but rather by performance in these creative areas. These abilities can be manifest and found singly or in combinations in any of the following areas: leadership ability, a specific academic aptitude, visual and performing arts, and general intellectual ability or productive thinking . . . .

Other sources which can be used to identify Gifted/Talented students include citizens who are knowledgeable about the student, other teachers, counselors, or others whose training and expertise qualify them to appraise the special competencies of the students. Parents should be included whenever possible.

(Program Development Regulations and Guidelines Services for Gifted/Talented, Adopted by State Board of Education, 1975)

- Services—Consideration of the following general criteria is important for school districts making application for state aid for programs to serve Gifted/Talented students.

1. A maximum of 5% of the district enrollment may be included in a project for the Gifted and Talented.
2. Varied program dimensions for serving the Gifted/Talented are generally viewed to serve the needs of these students more appropriately than are single program dimensions.
3. Program strategies which districts use to provide appropriate educational experiences for the Gifted/Talented should be directed toward "individualizing" the instructional program.
4. Projects submitted for state aid should reflect one or more of the following:
    a. Differentiation of curriculum content above and beyond the established curriculum of the applicant district;
    b. Instructional strategies which accommodate the individual learning styles of the Gifted/Talented; and,
    c. Special instructional groupings which include a variety of educational opportunities appropriate to particular students.
5. Districts submitting projects for state aid for the Gifted/Talented should provide justification that these services are in addition to those offered by their present curriculum.
6. To be eligible for state aid, project approval must be received by the district prior to program implementation.

(Program Development Regulations and Guidelines Services for Gifted/Talented, Adopted by State Board of Education, 1975)

- State Plan—Draft copy completed in 1974 by teachers, parents, counselors, university staff, administrators, legislators, private citizens, and SEA staff.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Consultant, with 50% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 15 full-time, 24 part-time; Educational: 87 full-time, 116 part-time.

Financial

- Federal—No funds during 1975-76. During 1976-77 received $20,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—Allocated $323,000 in 1975-76 and $1,325,000 in 1976-77.

Documents

"Program Development Regulations and Guidelines Services for Gifted/Talented"

Other Resources

SEA unit responsible for gifted and talented works with other SEA units and with the University of Missouri.

SERVICES

Population

- Total School Population:
  1975-76: 965,360
  1976-77: 950,142

- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: 2583 1976-77: 4263

Programs

During 1975-76 there were 18 districts operating resource programs which served 2343 students and 2 districts provided self-contained classroom programs for 240 students. During 1976-77 resource programs served 3943 students and self-contained classes served 320 students.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Southeast Missouri State University (ug and gr)
University of Missouri (ug and gr)

Inservice Training

- SEA—Records not available on training sponsored during 1975-76. During 1976-77 conducted eight workshops for teachers and administrators on identification and programming.
- IEU's and LEA's—SEA does not maintain records.

MONTANA

POLICY BASE

State Statutes

Montana does not have any specific statues that govern or significantly affect education of the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Being developed.
- Identification Procedures—Being developed.
- Services—Being developed.
- State Plan—Being developed collaboratively by teachers, parents, students, counselors, university staff, administrators, legislators and private citizens.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Each of the following consultants devote 10% of their time to gifted and talented and receive salary support from state funds: Planning and Evaluation Consultant, Arts and Humanities Specialist, English and Language Arts Consultant, Science and Math Consultant, and Social Science Consultant. The Indian Studies and Equal Opportunities Consultant also devotes 10% time to gifted and talented, but receives salary support from federal and state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—During 1975-76 and 1976-77 used approximately $85,000 in Title III funds.
- State—During 1975-76 and 1976-77 allocated approximately $100,000 for professional time and materials for planning.

Documents

SEA disseminates written materials made by other school districts through resource centers.

Other Resources

All units within SEA work together to provide education for gifted and talented.

SERVICES

Population

- Total School Population:
  1975-76: 171,788
  1976-77: 170,552
- Gifted and Talented Population:
  Identified 1975-76: 500 1976-77: 500
  Served 1975-76: 500; 1976-77: 500*

* Available SEA records.

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

None currently offering courses in gifted and talented.

Inservice Training

- SEA—During 1975-76 co-sponsored regional workshop with the Council for Exceptional Children for teachers, administrators and parents concerning general awareness identification and curriculum. During 1976-77 sponsored six one-day regional workshops for approximately 120 teachers and administrators and six one-day planning sessions for approximately 200 educators to establish network for needs and resources. Also sponsored number of sessions on gifted and talented at Annual State Conference of Council for Exceptional Children.
- IEU's and LEA's—SEA does not maintain records.

NEBRASKA

POLICY BASE

State Statutes

In its calculations under section 7 of this act, a district which provides a special program for (1) gifted children, or (2) culturally and educationally deprived children, shall be entitled to count each pupil regularly enrolled in such programs during the preceeding year as one and one-fourth and two students respectively. To qualify for such adjustment, such programs must be approved by the State Board of Education. Criteria for the classification of gifted and culturally and educationally deprived children shall be established by the State Board of Education.

(Section 79-1337, R.R.S. Supp. 1967)

The State Board of Education shall have the power and it shall be its duty . . . . Approve general plans and adopt educational policies, standards, rules and regulations for carrying out the board's responsibilities and those assigned to the State Department of Education by the Legislature.

(Section 79-328, R.R.S. Supp. 1967)

Gifted children shall be defined as children who excel markedly in ability to think, reason, judge, invent, or create and who need special facilities and/or educational services in order to assist them to achieve more nearly their potentials for their own sakes, and for the increased contributions they may make to the community, state, and nation.

(Section 79-339, R.R.S. Supp. 1967)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above. Also: Gifted/talented refers to children or students who have been identified at the elementary or secondary level as having demonstrated or potential abilities which give evidence of high performance capability in areas such as intelligence, creative thinking, academic aptitude, leadership, visual or performing arts, psychomotor ability; and in order to realize these potentialities need programs and services which will accommodate their individual differences beyond those being provided by the school system to the typical student.

(Regulations for Approved Programs and Criteria for the Classification of Gifted/Talented Students Approved by the State Board of Education, 1976)

- Identification Procedures—The identification of gifted/talented students is the responsibility of the superintendent or a delegated staff member. Identification must be accomplished by the use of multiple methods (i.e. more than one) such as intelligence tests, achievement tests, aptitude tests, teacher nominations, parent nominations, peer nominations, student products, measures of creativity, records of past performance or other predictive measures embracing the following areas: general intellectual ability, specific academic aptitude, creative or productive thinking ability, leadership ability, visual or performing arts ability, psychomotor ability.

Eligibility for the program shall be determined by procedures involving one person from at least two of the following groups: Administrators, parents, students, teachers, pupil personnel specialists, counselors, qualified testers, or others who are familiar with the aptitude and potential of students.

To be eligible for approval for a program for gifted, school districts must first identify students in category (i), general intellectual ability and in category (ii), specific academic aptitude. (Students need qualify in only one category by either an I.Q. test or an achievement test.)

The criteria for eligibility in category (i), general intellectual ability, shall be a rank of 98th percentile or higher on an individual psychological test (I.Q.) approved by the State Department of Education and administered by a licensed psychologist or a person holding a Nebraska teaching or service certificate endorsed as a school psychologist or psychological assistant. (Results of I.Q. tests need only by reported to State Department of Education when a student qualifies, but testing may be repeated as many times as determined necessary and useful by the local school in order to qualify a student. I.Q. tests currently approved by the State Department of Education are: Stanford Binet, Form L-M, the Wechsler Intelligence Scale for Children - Revised, Wechsler Pre-School and Primary Scale of Intelligence, or Wechsler Adult Intelligence Scale.)

The criteria for eligibility in category (ii), specific academic aptitude, shall be annual maintenance of a 96th percentile rank or higher on a standardized achievement test. The composite score or comprehensive individual subtest scores for either reading, science, language, social studies or math may be used. If a subtest score is used to determine eligibility, the subtest must relate to the special program to which the student is being assigned.

After identifying students in categories (i), general intellectual ability and (ii), specific academic aptitude, a program may identify from categories (iii), creative or productive thinking ability, (iv) leadership ability, (v) visual or performing arts ability; and (vi) psychomotor ability up to 5 percent of its total student population and not to exceed 10 percent of the total student population or 10 students, whichever number is greater, when added to the total number of students identified in categories (i), general intellectual ability and (ii), specific academic aptitude.

Gifted/talented in the areas of (iii), creative or productive thinking ability, (iv), leadership ability, (v), visual or performing arts ability and (vi), psychomotor ability may be identified by any multiple criteria designed or selected by the local program for gifted/talented. That criteria must be included in the application for initiating or continuing a program for gifted/talented and must be approved by the State Department of Education or developed in cooperation with the State Department of Education. (See Suggested Identification Methods supplement to Rule 3.)

(Regulations for Approved Programs and Criteria for the Classification of Gifted/Talented Students Approved by the State Board of Education, 1976)

- Services—The program must include specific identification and selection procedures for gifted/talented students consistent with the State Board of Education's adopted Criteria for Identification.

The program must have clearly stated objectives designed to meet the particular needs of gifted/talented students.

The program must include definite curriculum adaptations, teaching methods, student activities and/or instructional materials designed to accomplish the program objective and meet the specific needs of gifted/talented.

The program must provide for guidance and counseling services needed to meet the unique needs of gifted/talented. (These services may be provided by guidance counselors, qualified testers, teachers, principals, school nurses and other school support staff familiar with the needs of gifted/talented students.)

The program must provide for adequate time spent on differentiated objectives and activities to allow for measurable student growth.

The program must provide for a systematic plan of evaluation of student performance pertinent to the objectives of the program. The program must maintain Nebraska State Department of Education form 9-007 on file for each student identified in category (i), general intellectual ability. This form is the program's verification that students have been tested by a qualified examiner using a test approved by the State Department of Education.

The program must maintain Nebraska State Department of Education form 9-008 on file for each student identified in category (ii), specific academic aptitude. This form is the program's verification that students have annually maintained an achievement rank in the 96th percentile . . . .

To satisfy State Board of Education requirements, each program shall provide for an evaluation every three years by an external evaluation team composed of a minimum of two persons having expertise in the field of gifted/talented. This evaluation team must be selected by the program being evaluated and approved by the State Department of Education or the program may request an assigned representative from the State Department of Education to conduct the evaluation.

Schools receiving less than $2,500 reimbursement are required to have an external evaluation every four years.

- State Plan—Although the plan developed in 1973 was never adopted the objectives have been implemented separately.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- One position: Supervisor of Programs for Gifted, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 6 full-time, Educational: 4 full-time.

Financial

- Federal—No funds during 1975-76. During 1976-77 used $25,000 from P.L. 93-380, Section 404, Gifted and Talented.
- State—The state distributed $205,000 for reimbursement to local school district for gifted and talented programs provided during 1975-76. Information is not yet available for amount of reimbursements to be distributed for gifted and talented programs provided during 1976-77.

Documents

Written materials have been developed and distributed to local school systems but were not included in survey response due to number of such documents.

Other Resources
SEA unit also works with Title IV unit, Curriculum Section and Multicultural Education.

SERVICES

Population

- Total School Population:
  1975-76: 315,669
  1976-77: 312,024 (Revised from previously published data)
- Gifted and Talented Population:
  Identified 1975-76: 6,888 1976-7: 8,540
  Served 1975-76: 6,888 1976-77: 8,540.

During 1975-76 all 6,888 students were identified and received services only under the ability areas of general intellectual ability and specific academic aptitude. Starting in December 1976 regulations were adopted which recognized the other four ability areas as outlined in the USOE definition so that gifted and talented programs for 1976-77 did include students from the other ability areas but records are not available for these areas at this time.

Programs
SEA maintains records on the 20 different types of services offered but does not have records as to the number of such programs or students served.

PROFESSIONAL PREPARATION

Institutions of Higher Education
Creighton University (ug)
Kearney State College (ug)
University of Nebraska, at Lincoln and Omaha (ug and gr)

Inservice Training

- SEA—During 1975-76 the SEA sponsored several workshops on various aspects of gifted and talented programming for approximately 200 educators, administrators and parents. During 1976-77 the SEA sponsored three, three-week indepth training workshops for gifted and talented teachers from various districts who would then serve as inservice trainers for other teachers.
- IEU's and LEA's—SEA does not maintain records.

NEVADA

POLICY BASE

State Statutes

"Handicapped minor" defined. As used in NRS 388.440 to 388.520, inclusive, "handicapped minor" means any person under the age of 18 years who deviates either educationally, academically, physically, socially or emotionally so markedly from normal growth and development patterns that he cannot progress effectively in a regular school program and therefore needs special instruction or special services . . . .

[Subsection] . . . Academically talented minors may be admitted at the age of 4 years to special programs established for such minors, and their enrollment or attendance may be counted for apportionment purposes . . . .

1. The state department of education shall prescribe minimum standards for the special education of handicapped minors;
2. Prescribed minimum standards shall include standards for programs of instruction or special services maintained for the purpose of serving minors with the following handicapping conditions: Aurally handicapped; visually handicapped; speech handicapped; mentally handicapped; educationally handicapped . . . multiple handicapped . . . academically talented.

(Nevada Revised Statutes, Chapter 388)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—The academically talented are those students whose level of mental development is so far advanced that they have been identified by professionally qualified personnel as those who require differentiated educational programs and/or services beyond those normally provided by regular school programs in order to realize their contribution to self and society.

(Standards, and Instructions for Administration of Exceptional Pupil Education Programs, revised 1976)

- Identification Procedures—The performance on an individual psychoeducational evaluation shall determine an intelligence quotient as measured by nationally recognized, standardized intelligence and/or achievement tests which places the child in the upper two percent of the population. In addition, an academically talented student shall manifest outstanding academic achievement and sufficient evidence of creative and productive thinking.

(Standards and Instructions for Administration of Exceptional Pupil Education Programs, revised 1976)

- Services—As academically talented are included in the category of handicapped all policies regarding education of the handicapped apply to the academically talented. Special policies for the academically talented are:

. . . To qualify for a full apportionment, the unit must have operated during the full school days of at least nine of the school months. A school day in session for the program unit is 330 minutes.

Maximum number of enrollees for instruction at any one time are as follows: preschool 10, primary 10, intermediate 12, junior high 14, and senior high 16.

The case contact for a teacher of the academically talented shall not exceed 70 students.

(Standards and Instructions for Administration of Exceptional Pupil Education Programs, revised 1976)

- State Plan—Developed by teachers, parents, university staff, administrators, and SEA personnel and adopted in 1974. Includes Position Statement and Planning objectives.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Consultant, with 10% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—Administrative: 1 full-time, 3 part-time; Educational: Records being developed.

Financial

- Federal—During 1975-76 used $41,448 in Title III funds. No funds during 1976-77.
- State—Allocated $360,000 during 1975-76 and $480,000 during 1976-77.

Documents
"Nevada State Plan for Gifted and Talented"
"Standards and Instructions for Administration of Exceptional Pupil Education Program"

Other Resources
SEA unit responsible for gifted and talented works with all other SEA units.

SERVICES

Population

- Total School Population:
  1975-76: 139,745
  1976-77: 141,791
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

There were 23 programs in 1975-76 and 30 programs in 1976-77.

PROFESSIONAL PREPARATION

Institutions of Higher Education

No institutions of higher education offer courses on regular basis.

Inservice Training

- SEA—During 1975-76 and 1976-77 SEA partially sponsored Western Exchange on Gifted and Talented Education.
- IEU's and LEA's—SEA does not maintain records.

NEW HAMPSHIRE

POLICY BASE

State Statutes

New Hampshire does not have any specific state statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—No adopted policy.
- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—No adopted policy.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—No designated positions.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 or 1976-77 although did receive services through New Jersey consortium which was funded under P.L. 93-380, Section 404, Gifted and Talented.
- State—No allocations during 1975-76 or 1976-77.

Documents

"Factsheet on Gifted and Talented"
"A Package on Gifted and Talented Education for Educators"

Other Resources

No other resources

SERVICES

Population

- Total School Population:
  1975-76: 174,597
  1976-77 175,496
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Keene State College

Inservice Training

- SEA—No training sponsored during 1975-76, but did send 10 professionals from Regional Centers in New Hampshire to two three-day training sessions in Connecticut as part of New Jersey Consortium.
- IEU's and LEA's—No records other than Portsmouth, New Hampshire, project which is using funds from P.L. 93-380, Section 404, Gifted and Talented to sponsor inservice training.

NEW JERSEY

POLICY BASE

State Statutes

. . . A thorough and efficient system of free public schools shall include the following major elements, which shall serve as guidelines for the achievement of the legislative goal and the implementation of this act . . . .

A breadth of program offerings designed to develop the individual talents and abilities of pupils . . . .

Programs and supportive services for all pupils especially those who are educationally disadvantaged or who have special educational needs . . . .
(Chapter 212, Laws of 1975)

. . . The educational program (curriculum for each district and school shall be developed in consultation with the teaching staff members, under the direction of the chief school administrator, shall be adopted annually by each district board of education and shall . . . .

Provide educational opportunities for exceptionally gifted and talented pupils.
(Administrative Code, Title 6, Chapter 8)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Being developed.
- Identification Procedures—Being developed.
- Services—Being developed.
- State Plan—Being developed.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Coordinator of Gifted and Talented, 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Educational: 3 part-time.

Financial

- Federal—No funds during 1975-76 but during 1976-77 used $50,000 in Title IVC funds and $65,000 in funds from P.L. 93-380, Section 404, Gifted and Talented for a Northeastern Multi-State Consortium.
- State—No allocation during 1975-76. During 1976-77 allocated $150,000.

Documents

Written materials are being developed.

Other Resources

SEA unit works with Educational Improvement Centers, Special Education and Vocational Education.

SERVICES

Population

- Total School Population:
  1975-76: 1,458,000 (Data estimated by reporting State)
  1976-77: 1,427,000 (Data estimated by reporting State)
- Gifted and Talented:
  Identified 1975-76: DNR 1976-77: 5700
  Served 1975-76: DNR 1976-77: 5700

Programs

SEA is developing records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Glassboro State College (ug and gr)
Jersey City State College (gr)
Kean College (ug and gr)
Monmouth College (ug and gr)
Montclair College
Paterson State
Rutgers University
Trenton State (ug and gr)

Inservice Training

- SEA—No training sponsored during 1975-76. During 1976-77 sponsored half-day inservice sessions for 800 regular classroom teachers and two day workshops for teams (300 educators) from districts wishing to implement programs. Also sponsored three one-week sessions for 110 teachers on classroom techniques.
- IEU's and LEA's—SEA does not maintain records.

NEW MEXICO

POLICY BASE

State Statutes

. . . The state shall require school districts over a five (5) year period to provide special education sufficient to meet the needs of all exceptional children . . . . Regulations and standards shall be developed and established by the state board of education for the conduct of special education in the schools and classes of the public school system in the state and in all institutions wholly or partly supported by the state.

(Chapter 95, 77-11-3)

. . . "special education" means the provision of services additional to, supplementary with, or different from those provided in the regular school program by a systematic modification and adaption of instructional techniques, materials and equipment to meet the needs of exceptional children . . . .

. . . "exceptional children" means the children whose abilities render regular services of the public school to be inconsistent with their educational needs.

(Chapter 95, 77-11-3 and 77-11-3.1)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

The statutes above place the responsibility on the State Board of Education for determining which types of exceptionalities apply under the definition. In the regulations section of A Plan for the Delivery of Special Education Services in New Mexico, the State Board includes gifted as a category under exceptional children.

- Definition—The quality of giftedness is a complex, multifaceted human dimension which takes many forms. The gifted child is a productive or potentially productive individual who is original, fluent, flexible or divergent in his behavior and is superior in intelligence and/or creativity.

(A Plan for the Delivery of Special Education Services in New Mexico: Regulations, 1976)

- Identification Procedures—

Required Evaluation Data (Screening must be completed prior to referral for diagnostic evaluation.)

1. Screening
   a. hearing
   b. vision (near, far, color discrimination)
2. Case history
   a. educational
   b. family (inclusive of language dominance of the home)
   c. medical information
   On the basis of the compiled information, a decision will need to be made as to continuation or redirection of the eligibility process.
3. Educational assessment by qualified personnel
   a. individual intelligence test (one required)
      —Appropriate Wechsler Intelligence Scale
      —Stanford-Binet Intelligence Scale
      —Leiter International Performance Scale
   b. Diagnostic supportive tests (one required though more than one may be necessary to confirm the educational diagnosis)
      —Wallcock-Morgan Creativity
      —Creative Ability Inventory
      —Torrance Tests of Creative Thinking
      —Differential Aptitude Tests
   c. Individual achievement tests (one required)
      —Iowa Test of Basic Skills
      —Metropolitan Achievement
      —Peabody Individual Achievement Test
4. Tests recommended for additional evaluation for educational programming
   a. Goodenough-Harris Draw-a-Person Test
   b. Culture Fair Intelligence Test
   c. Ravin Progressive Matric
   d. Hiskey-Nebraska Test of Academic Aptitude
   e. Renzulli Scale for Rating Behavioral Characteristics of Superior Students

Analyzing the Data for Educational Needs*

1. Local districts are encouraged to offer unique educational opportunities to all students functioning within the category of gifted. Generally the student has a superior intellect; however, consideration for special education must not be on test scores alone. A measured I.Q., (full scale) may be depressed as a result of language or cultural differences.
2. Superior skill or ability may be demonstrated in a given area as determined by standardized tests of creativity or as verified by two or more experts in the appropriate field.

(A Plan for the Delivery of Special Education Services in New Mexico: Regulations, 1976)

- Services—Gifted children, like other exceptional children must receive services in the least restrictive learning environment. They are

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*Further information is available from *A Guide for the Development of Curriculum for the Gifted, Talented, and Creative Student*, 1975, State Department of Education, Division of Special Education, Santa Fe, N.M.

entitled to the full-service continuum: Program Level "A" Resource Teacher:

Child's special learning needs are such that he does not require a basic modification of the regular curriculum but can remain full time in the regular classroom with support and backup.

Program Level "B" Resource Room:

Child's special learning needs are such that he does not require a basic modification of the regular curriculum but does need additional intensive, remedial assistance outside the classroom.

Program Level "C":

Child's special learning needs are such that the content, methods, and/or pacing in the regular classroom are inappropriate and must be modified.

Program Level "D" Special class:

Child's special learning needs are such that the regular classroom program is totally inappropriate and unresponsible, an individualized program is required.

Program Requirements

1. Goals
   a. to encourage individualism while developing empathy, sensitivity, and responsibility toward others.
   b. to offer programs which are unique with activities and experiences that are identifiably different, rather than modifications of the regular curriculum.
   c. to advance communication skills and to provide experience situations in which these skills can be practiced.
   d. to provide exposure to diverse career opportunities.
2. Special provisions
   guidance, extracurricular activities, enrichment, seminars, trips, and tutoring shall be made accessible.

(A Plan for the Delivery of Special Education Services in New Mexico: Regulations, 1976)

- State Plan—The plan for gifted is included in the "Plan for the Delivery of Special Education Services in New Mexico," adopted in 1976.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Educational Specialist, with 50% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—During 1976-77, approximately $1 million was allocated for all nine categories of exceptional children.

Documents

"A Guide for the Development of Education for the Gifted, Talented and Creative Student"

Other Resources

No resources within SEA other than those within Division of Special Education.

SERVICES

Population

- Total School Population:
  1975-76: 274,612
  1976-77: 284,719
- Gifted and Talented Population:
  Identified 1975-76: 310 1976-77: 911
  Served 1975-76: 310 1976-77: 911

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

University of New Mexico (gr)

Inservice Training

- SEA—Sponsored awareness and curriculum development training for local school districts upon request during 1975-76 and 1976-77.
- IEU's and LEA's—SEA does not maintain records.

NEW YORK

POLICY BASE

State Statutes

New York does not have any specific state statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children *who require differentiated programs and/or services beyond those normally provided by the regular school program* in order to realize their contribution to self and society.

This broad definition must be further refined to reflect the multifaceted dimensions of their abilities and competencies. These dimensions include *demonstrated* or *potential* abilities in the areas of: general intelligence, specific academic aptitude, creative or productive thinking, leadership, the visual or performing arts, psychomotor activities.

(Position Paper No. 23: Educating the Gifted and Talented in New York State. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, 1976)

- Identification—A reliable, comprehensive screening and identification program for gifted and talented children has the following characteristics: early identification, continuing search, involvement of various professionals, use of multiple resource materials, and complete study and information on the abilities of the gifted and talented pupils.

(Position Paper No. 23: Educating the Gifted and and Talented in New York State. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, 1976)

- Services—Once the gifted and talented are identified, effective programming is required. This programming should take into account their emotional and social development along with their intellectual needs. The gifted and talented share common needs with other youngsters but they also have special needs. In particular, they should have opportunities to: acquire basic skills and explore ideas and issues earlier and more swiftly than their age-mates, satisfy their unusually high desire for self-fulfillment, find productive ways of expressing their unusual multiple talents and high capacity for versatility, receive special guidance in making choices and plans appropriate to their different rates of personal growth and development, be exposed to a wide variety of learning experiences in and out of a formal school setting.

(Position Paper No. 23: Educating the Gifted and Talented in New York State, A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, 1976)

- State Plan—Being developed.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Supervisor of Education for the Gifted, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76. During 1976-77 used $357,000 from Title IVC funds and $50,000 from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 and 1976-77 the state allocated $40,000 annually for SEA administrative costs.

Documents

"Position Paper No. 23: Educating the Gifted and Talented in New York State"

Other written materials are being developed

Other Resources

SEA unit responsible for gifted and talented also works with other units in General Education and Curricular Services such as Science, Mathematics, Foreign Languages, Social Studies and with Pupil Personnel Services, Occupational Education and Office of Planning Higher Education.

SERVICES

Population

- Total School Population
  1975-76: 3,406,015 (Revised from previously published data)
  1976-77: 3,375,997 (Data estimated by reporting State.)
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Manhattanville College (gr)
State University College - At Brockport and Buffalo (gr)
State University of New York at Albany (gr)
Teachers College, Columbia University (gr)

Inservice Training

- SEA—During 1975-76 sponsored one statewide three-day conference for educators, administrators, parents, and others who were providing programs to share information. During 1976-77 sponsored one day New York City Conference for 600 educators and parents to provide variety of workshops. Also sponsored three, two-day workshops for leadership personnel from Title IVC projects and assisted the National/State Leadership Training Institute with one week-long intensive training in Albany.
- IEU's and LEA's—SEA does not maintain records.

NORTH CAROLINA

POLICY BASE

State Statutes

The General Assembly of North Carolina hereby declares that the policy of the State is to ensure every child a fair and full opportunity to reach his full potential and that no child as defined in this act shall be excluded from service or education for any reason whatsoever.

The term "child with special needs" means any child who because of temporary or permanent disabilities arising from intellectual, sensory, emotional, physical, environmental factors, or other specific learning disability is inhibited from achieving his full potential; to include, but not limited to, the educable, trainable, profoundly, and functionally retarded; emotionally disturbed, learning disabled, the physically handicapped or other impairments including hospitalized, homebound, or pregnant; the deaf or hearing-impaired; the language or speech-impaired; the blind or visually-impaired; gifted and talented; autistic; dependent; abused; neglected; multiple-impaired; and socially maladjusted.

The Department of Human Resources and the Department of Public Education shall . . . jointly develop a State plan for providing equal education and services to children with special needs . . . .

The Department of Public Instruction and Human Resources shall each develop and promulgate such standards, rules and regulations as may be necessary to develop and implement the educational and human service program requirements of this act.

The General Assembly intends that the educational program and human service program requirements of this act shall be realized no later than June 30, 1982.

(Chapter 1293, Sections 2,3,4 & 7)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—A child who is gifted and talented is one who falls within the upper ten percent in the total school district on intelligence tests, achievement tests, and/or scales that rate behavior characteristics. This child has academic talent and generally performs above average in his class work and/or may demonstrate a special talent in areas such as creativity, communication, leadership, decision making, forecasting and planning as indicated by the use of behavioral scales and checklists. Considerations must be given to the ethnic composition of the pupil population.

(Rules Governing Programs and Services for Children with Special Needs)

- Identification Procedures—

Required Screening or Evaluation before Placement:
Educational evaluation (data collected routinely on all children) Other information . . . .
Recommended Screening or Evaluation Before Placement:
Psychological evaluation (an individual intelligence test) Each LEA shall develop its procedures and have these adopted by the local Board of Education.

The LEA must establish the criteria to be met in pupil identification and what forms it will use. It is strongly suggested that the criteria include:
test data—two or more tests (use of group IQ tests is highly questionable)
performance data—demonstration of skills, grades, nominations, checklists and scales
developmental data—case studies, anecdotal records, biographical data

Forms to be used should include:

1. recommendations (or referrals) by school personnel using selected checklists to specify pupil behaviors reflecting
2. educational data—tests scores and/or stanines
3. student profile—compilation of objective and subjective data
4. School based committee evaluation and recommendation—signed and dated
5. parental permission for additional testing if applicable
6. parental permission for placement or non-placement which includes information on the right of review and program description

7. Administrative Placement Committee placement—signed and dated.
(Gifted and Talented placement procedures, North Carolina Department of Public Instruction)

- Services—Insufficient space to elaborate policies regarding services as all policies governing the education of children with special needs apply to the gifted. This includes standards for comprehensive services, least restrictive environment, variety of program options, individual education plans, due process, and evaluation of benefit to individuals.
- State Plan—Written annually by the Gifted and Talented staff.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Three positions: Coordinator and two Consultants, all with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—There are also eight Regional Coordinators with 10% time devoted to gifted and talented and salary support from state funds. Administrative: 1 full-time, 107 part-time; Educational: 339 full-time,* 338 part-time* (asterisk indicates approximation).

Financial

- Federal—During 1975-76 used $157,222 in Title IVC funds and $314.00 in Title II funds. During 1976-77 used $116,000 Title IVC funds and $62,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—Data not available for 1975-76. Estimate that out of the Division for Exceptional Children's funds approximately $8,148,000 was spent for gifted and talented during 1976-77.

Documents

(3 documents form 10-state consortium)
"Standards for Programs for the Gifted and Talented"
"Comprehensive Planning for Gifted and Talented Using a Continuum Model"
"Gifted and Talented: An Identification Model"

Other Resources

The Division for Exceptional Children works with the Division of Research and Development, Divisions of Math and Science, Division of Certification, and all areas of Instructional Services or Curriculum. The Division also works with the State Department of Human Resources.

SERVICES

Population

- Total School Population:
  1975-76: 1,184,996
  1976-77: 1,191,316
- Gifted and Talented Population:
  Identified: 1975-76: DNR 1976-77: DNR
  Served: 1975-76: 36,434 1976-77: 39,691

Programs

SEA has records of the following for the 1976-77 school year: 106 part-time special classes, 13 full-time classes, and one Governor's School, (summer program) which serves 400 gifted and talented students.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Appalachian State University (gr)
Atlantic Christian College (ug and gr)
Bennett College (ug and gr)
Duke University (ug and gr)
East Carolina University (ug and gr)
Greensboro College (ug and gr)
Guilford College (ug and gr)
Lenoir Rhyne College (ug and gr)
North Carolina State University (gr)
St. Andrews College (ug and gr)
University of North Carolina at Chapel Hill, Charlotte and Greensboro (ug and gr)
Western Carolina University (ug and gr)

Inservice Training

- SEA—All SEA staff development funds, approximately $270,000 for teachers of exceptional children, goes directly to LEA's who conduct their own inservice training. During 1976-77 SEA did sponsor three special study institutes for 30 advanced placement teachers.
- IEU's and LEA's—Approximately 75% provide inservice training for their staff.

NORTH DAKOTA

POLICY BASE

State Statutes

"Exceptional child" means a natural person to the age of twenty-one, who, because of mental, physical, or learning characteristics, requires special education services. This may include a handicapped child or a gifted child.

"Gifted child" means a gifted and talented child identified by professional, qualified persons, who, by virtue of outstanding abilities, is capable of high performance and who requires differentiated educational programs and services beyond those normally provided by the regular school program in order to realize his contribution to self and society. *(15-59-01)*

School districts shall provide special education to handicapped children in accordance with the provisions of this chapter and in so doing may act jointly with one or more other districts and shall cooperate with the state advisory council and the director of special education and with the institutions of the state. Each school district shall submit a plan with the superintendent of public instruction for implementing special education in the district by July 1, 1975. Special education services shall be fully implemented by July 1, 1980. School districts may provide special education to gifted children in accordance with the provisions of this chapter and in so doing may act jointly with one or more other districts and shall cooperate with the state advisory council and the director of special education. *(15-59-04)*

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above.
- Identification Procedures—No adopted policy except that "any student enrolled in a program for gifted children shall have been identified by a qualified professional evaluator"

(Special Education in North Dakota, Guide 1—Laws, Regulations and Guidelines for Special Education for Exceptional Students, 1976).

- Services—Alternatives in programming for gifted children include: small group projects; enrichment classes; individual instruction; advanced placement; volunteer interest groups; class instruction; advanced study courses. *(Special Education in North Dakota, Guide 1, 1976)*
- State Plan—Developed by teachers, parents, university staff, local administrators, and SEA personnel and adopted in 1975.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Two positions: Assistant Director of Special Education, 25% time devoted to gifted and talented; Consultant, 33% time devoted to gifted and talented. Salary support for both from federal funds.
- IEU's & LEA's—Administrative: 1 part-time; Educational: 2 full-time, 1 part-time.

Financial

- Federal—During 1975-76 used $28,000 from Title III funds. During 1976-77 used $28,000 from Title III and $32,000 from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 had $6,000 allocation for administrative costs within SEA. During 1976-77 had $6,000 allocation for administrative costs within SEA and $6,000 for teacher reimbursement.

Documents

Written materials are being developed.

Other Resources

No other resources.

SERVICES

Population

- Total School Population:
  1975-76: 131,331
  1976-77: 129,106
- Gifted and Talented Population:
  Identified 1975-76: 148 1976-77: 188
  Served: 1975-76: 148 1976-77: 188

Programs

During 1975-76 had one Resource Room which served 148 students. During 1976-77 had two Resource Rooms serving 188 students.

PROFESSIONAL PREPARATION

Institution of Higher Education

University of North Dakota (ug)
Minot State College (ug)

Inservice Training

- SEA—No training sponsored during 1975-76. During 1976-77 the SEA sponsored three three-day workshops for teams composed of parents, teachers, and administrators from 27 school districts. Each district team planned programs for gifted and talented within their district.
- IEU's and LEA's—SEA does not maintain records.

OHIO

POLICY BASE

State Statutes

In Amended Substitute House Bill No. 455 sections concerning education of handicapped children are separated from the sections concerning education of academically gifted children.

For the purpose of encouraging the development of special programs of education for academically gifted children, employ competent persons to analyze and publish data, promote research, advise and counsel with Boards of Education, and encourage the training of teachers in the special instruction of gifted children. The Board may provide financial assistance out of any funds appropriated for this purpose to boards of education for developing and conducting programs of education for academically gifted children.

The board may adopt rules necessary for carrying out any function imposed on it by law . . . .

An amount for each approved unit for the gifted, child study, occupational or physical therapy, speech and hearing, special education supervisors, and special education coordinators. The amount shall be the sum of the unit's teacher's minimum salary calculated on the basis of the teacher's training level and years of experience, plus fifteen percent of such allowance, plus eight hundred seventy dollars.

(Amended Substitute House Bill No. 455, Section 3301.07)

Legislation is currently pending that would mandate programs for gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Uses USOE definition plus the eligibility requirements described in "Identification Procedures."
- Identification Procedures—Any child who meets the following requirements shall be eligible for programs approved under this standard: Is of legal age; shows evidence of functioning in the upper three percent of the student population, or functioning two standard deviations above the mean on objective test instruments, or having the potential of functioning within either of these groups.

Evidence of special abilities to be determined by the use of multiple criteria including at least one item from each of the following: *Nominations*—professional nominations obtained through the use of a checklist by teachers, counselors, psychologists and/or other staff as well as individuals in specific fields from the private sector; parent, peer and/or self-nomination through the use of locally developed procedures and instrumentation. *Measures of Ability*—aptitude/creativity test instruments applicable to the type of program being developed; general ability inventories, utilized on a group or individual basis, individual and/or group intelligence tests. *Performance and/or interests*—Standardized achievement test instruments applicable to the type of program being developed, classroom performance based on cumulative record data, normal or criterion-referenced interest inventories.

Areas of giftedness shall include the following: superior intellectual ability; specific academic aptitude; creative or productive thinking; leadership ability; visual and performing arts; psychomotor ability.

The school district shall have written criteria to determine eligibility for, and placement of, students in approved programs and services which shall include; standards adopted by the State Board of Education; a process complying with State and Federal guidelines for informing the parent(s) or guardian(s) of the program prior to placement of any student in programs for gifted/talented children; priorities to establish selection of students on the basis of individual needs.

(Program Standards for School Foundation Units for Gifted Children, 1975)

- Services—The unit for instructional programs for gifted and talented children shall provide services beyond those normally provided by the regular program to include the following: process models, educational experiences, contact hours—the unit for individual and group instructional purposes shall provide a minimum of 150 student contact hours per week in accordance with procedures developed by the school district.

Options for gifted and talented programs: acceleration, grouping, enrichment.

(Program Standards for School Foundation Units for Gifted Children, 1975)

- State Plan—Being developed by teachers, parents, psychologists, university staff administrators, citizens, and SEA personnel.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Educational Consultant, with 100% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—During 1975-76 received $13,000 in Title V, Section 505 funds. During 1976-77 received $90,000 in Title IVC funds and $30,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 and 1976-77 allocated $100,000 annually.

Documents

Developed and disseminates list of publications and materials available through resource center including numerous short documents.

Other Resources

SEA unit responsible for gifted and talented also works with the Divisions of Planning and Evaluation, Elementary and Secondary and Certification. Unit also works with Ohio Arts Council, The Center of Science and Industry and the Battelle Institute.

SERVICES

Population

- Total School Population:
  1975-76: 2,292,647
  1976-77: 2,249,440
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: 14,000

Programs

Records are being developed by SEA.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Kent State University (ug and gr)
The Ohio State University (ug and gr)
Wright State University (ug and gr)

Inservice Training

- SEA—Information not available on inservice sponsored during 1975-76. During 1976-77 sponsored five different center programs for approximately 200 teachers. University personnel conducted a variety of training approaches ranging from awareness to active participation in program development.
- IEU's and LEA's—SEA is developing records.

OKLAHOMA

POLICY BASE

State Statutes

. . . The several school districts of Oklahoma are hereby authorized to provide special education necessary for exceptional children as hereinafter defined . . . . Exceptional children shall mean gifted children, educable mentally-handicapped children, trainable mentally retarded children, speech-defective children, emotionally-disturbed or perceptually-handicapped children, children with special health problems, children requiring the services of a visiting counselor, children with specific learning disabilities as a result of neurological impairment, multiple-handicapped children and other handicapped children of four (4) years of age as of the first day of November of the school year . . . .

From and after September 1, 1970, it shall be the duty of each school district to provide special education for all handicapped exceptional children as herein defined who reside in that school district.
(Article XIII, Section 162)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted and talented children are those identified by professionally qualified persons who, by virtue of *outstanding abilities*, are *capable of high performance*. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with *demonstrated achievement* and/or potential ability in any one of the following areas, singly or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, psychomotor ability.
(Definition and Identification of Academically Gifted Students, functions as general guidelines from SEA)

- Identification Procedures—This procedure is divided into five phases . . . .

Phase I—In-service—The selection process begins with an in-depth in-service training of all teachers and pertinent school personnel about the following: (1) goals and commitment of the program, (2) characteristics of gifted children, (3) selection criteria, (4) guidelines for program development within the school . . . .

Phase II—Data Collection— . . . about the abilities, interests, needs, experiences, and motivation of students . . . for accurate identification and . . . collected through a variety of means and kept in a case study file for each student being considered for special programs . . . .

Initial screening of students will begin with a listing of students who have scored 125+ on a group intelligence test or achieved at the 98+ percentile in any area on achievement test scores.

These criteria will provide . . . list of academically talented students which will be sent to faculty and counselors for their comments, recommendations *and additions* . . . .

Additional students will be added to this list from faculty, peer, parent, and self-nominations . . . .

Autobiographies of each student will be written in language arts classes . . . . *Teachers will evaluate the content and style of autobiographies for indication of unusual abilities among students not included in test score list as well as those already being considered.*

Academic histories on initial group to include previous grades, test scores, etc. will be compiled . . . .

Teachers will meet in teams to share and discuss the placement of students.

Phase III Selection Committee and Initial Screening—All data will be considered by a selection committee composed of teachers, counselors, and administrators . . . [whose] purpose . . . is to recommend those students whose records *indicate* unusual general ability or specified academic aptitude for individual testing . . . .

Phase IV—Measurement of Abilities by Individual Intelligence Tests and Other Instruments . . . .

Phase V—Final Selection—Information from individual testing is sent back to the selection committee. The purpose of the committee in this phase is to recommend *students who will benefit most from a differentiated program for gifted students*.

- Services—Policy being developed.
- State Plan—Being developed collaboratively by teachers, parents, psychologists, university staff, governor's staff, administrators and SEA staff.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Two positions: Assistant Administrator for Exceptional Children with 15% time devoted to gifted and talented and Coordinator of Exceptional Children with 10% time devoted to gifted and talented. Both positions receive salary support from State funds.
- IEU's and LEA's—Administrative: 1 full-time, 45 part-time; Educational: 23 full-time, 135 part-time.

Financial

- Federal—During 1975-76, received $23,000 from Title IVC funds. During 1976-77 received $43,000 in Title IVC funds and $20,000 in Title V funds.
- State—Allocated $42,000 for 1975-76 and $300,000 for 1976-77.

Documents

Reprinted articles and other written materials are distributed by SEA.

Other Resources

SEA unit responsible for gifted and talented works with Federal Programs Division, Indian Education, Curriculum Division, and Vocational Education.

SERVICES

Population

- Total School Population:
  1975-76: 594,816
  1976-77: 597,665
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: 140 1976-77: 2006

Programs

During 1975-76 there were approximately eight special class-enrichment programs and 40 such programs during 1976-77.

PROFESSIONAL PREPARATION

Institutions of Higher Education

None currently offering courses.

Inservice Training

- SEA—No training sponsored during 1975-76. During 1976-77 sponsored two two-day regional meetings for all school personnel and some parents and others. Also sponsored a one day meeting for teacher and staff of gifted and talented programs.
- IEU's and LEA's—SEA does not maintain records.

OREGON

POLICY BASE

State Statutes

The purpose of ORS 343.391 to 343.401 is to stimulate and assist school districts to improve the instruction or curriculum for educationally able and gifted children enrolled in their schools or residing within the respective districts. *(ORS 343.391)*

Educationally able and gifted children means those children who have demonstrated or show potential of a very high level of academic or creative aptitude. *(ORS 343.395)*

Any school district may submit to the Superintendent of Public Instruction a written plan for the improvement of instruction or curriculum for educationally able and gifted children enrolled in the district.

The Superintendent of Public Instruction may annually establish a date after which no further plans may be submitted . . . (and) shall approve plans for reimbursement . . .

No plan to improve instruction or curriculum for educationally able and gifted children or to improve or expand an existing program shall be approved . . . unless the district submitting the plan agrees to expend for the purpose of the plan, out of district funds, an amount equal to a grant by the state . . . . *(ORS 343.397)*

. . . The Department of Education may award, for the fiscal year beginning July 1, 1978, in amounts not to exceed $225 per pupil, up to a total of $1 million from the moneys made available . . . grants to school districts which propose projects which provide extraordinary effort in special education programs for able and gifted pupils . . . . *(HB 5064, Section)*

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above.
- Identification Procedures—Being developed.
- Services—No adopted policy.
- State Plan—Developed by Able and Gifted Task Force and submitted to the Oregon State Board of Education, September, 1976.

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Specialist of Able and Gifted, with 70% time devoted to gifted and talented salary support from state funds. Position is not currently filled.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—No funds during 1975-76 or 1976-77.

Documents

No written materials.

Other Resources

No other resources.

SERVICES

Population

- Total School Population:
  1975-76: 477,559
  1976-77: 474,707
- Gifted and Talented Population:
  Identified: 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Although no institutions currently offer courses two, University of Oregon and Oregon College of Education, are developing courses.

Inservice Training

- SEA—No training sponsored during 1975-76 or 1976-77.
- IEU's and LEA's—SEA does not maintain records.

PENNSYLVANIA

POLICY BASE

State Statutes

Pennsylvania includes both handicapped and gifted in their definition of exceptional children. State statutes and regulations originally mandated educational programs only for handicapped children but have been amended to include the gifted.

The term "exceptional children" shall mean children of school age who deviate from the average in physical, mental, emotional or social characteristics to such an extent that they require special educational facilities or services.

(School Code, Section 1371)

The State Council of Education shall adopt and prescribe standards and regulations for the proper education and training of all exceptional children by school districts or counties singly or jointly.

(School Code, Section 1372)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

The State Board of Education, as authorized by the above statutes, issued regulations regarding special education in two circulars issued August 1, 1975, and April 7, 1977. In the 1975 circular the Board states that

> Effective July 1, 1976, all gifted and talented school-aged persons identified shall be provided with an appropriate program of education and/or training including due process procedures for other exceptional school-aged persons. *(Section 13.31, Part III)* to determine the appropriateness of the classification and program *(Section 13.21, Chapter 13)*.

The 1977 circular issued by the Board was designed to complement the 1975 regulations and to provide a set of standards which would include information on program approval and individual education programs. The circular states that standards apply equally to the gifted and the handicapped. Therefore each gifted child shall have an Individualized Education Program.

- Definition—Mentally Gifted/Talented—Outstanding intellectual and/or creative ability, the development of which requires special activities or services not ordinarily provided in the regular program. Persons shall be assigned to a program for the gifted when they have an IQ score of 130 or higher. A limited number of persons with IQ scores lower than 130 may be admitted to gifted programs when other criteria in the person's profile strongly indicated gifted ability.

  Talented—Outstanding talent as identified by a team of competent educators and professionals in the areas of art, music, dance, photographic arts or theater, the development of which requires special activities or services not ordinarily provided in the regular program. A person identified as talented shall be eligible to attend the Governor's School for the Arts.

  (Section 341.1, Special Education Standards issued by The Commissioner for Basic Education, April 1977)

- Identification Procedures—Mentally gifted children of elementary and secondary school age who have been identified by multiple criteria, including teacher recommendation, academic achievement, group and individual psychological testing and interest inventories, as ranking among the top three percent of the nation's school-age population and who will benefit from individualized programs utilizing school professional personnel, professional service personnel, and community personnel to provide and encourage acceleration, enrichment, resource tutoring, independent study and leadership skills aimed at developing each child's potential to function as a productive and creative adult, are the individuals eligible for special programs for the gifted.

  Whether a pupil qualifies for a class for the gifted is determined by such factors as intelligence quotient (130 or better on individual psychological test), achievement, scholastic record, aptitudes and interests and by professional recommendation and counseling interviews as determined by the guidelines issued by the Department of Education, Bureau of Special Education.

  (Special Education Standards of the Pennsylvania Department of Education, 1972)

- Services—Insufficient space to elaborate policies regarding services as all policies governing the education of exceptional children apply to the gifted. This includes standards for comprehensive services, least restrictive environment, variety of program options, individual education plans, due process and evaluation of benefits to individuals.
- State Plan—Being developed.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Three positions: Adviser, with 100% time devoted to gifted and talented and salary support from state funds; Technical Assistant, with 100% time devoted to gifted and talented and salary support from federal funds; and Federal Coordinator, with 5% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—Administrative: 32 full-time; Educational: 233 full-time, 533 part-time.

Financial

- Federal—During 1975-76 used $393,319 in Title IVC funds. During 1976-77 used approximately $500,000 in Title IVC funds and $36,000 in P.L. 93-380, Section 404, Gifted and Talented.
- State—Approximately $14 million was appropriated during 1975-76. Amount of allocation not yet available for 1976-77.

Documents

"Mentally Gifted Children and Youth: A Guide for Parents"

"Guidelines for the Operation of Special Education Programs for the Mentally Gifted"

Other Resources

SEA unit responsible for gifted and talented also works with Federal Division Title IVC, Curriculum Division and the Fine Arts Department.

SERVICES

Population

- Total Population:
  1975-76: 2,246,218
  1976-77: 2,193,673
- Gifted and Talented Population:
  Identified 1975-76: 19,053 1976-77: 29,000
  Served 1975-76: 19,053 1976-77: 29,000

Programs

For 1975-76 the SEA has the following records: 233 full-time classes; 167 part-time classes in which students were integrated 40% or more; 121 resource rooms, 245 itinerant programs.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Beaver College (gr)

Clarion State College (gr)
Pennsylvania State University (gr)
Shippensburg State College (gr)
University of Pennsylvania (gr)
University of Pittsburgh (gr)

Inservice Training

- SEA—During 1975-76 the SEA sponsored an annual three-day conference for approximately 200 educators on goals and objectives for gifted programs and a regional conference for approximately 600 educators on a variety of model programs, approaches, and procedures. During 1976-77 the SEA again sponsored an annual three-day conference for educators as well as a state invitational conference for 80 administrators on administrative procedures and innovative programs.
- IEU's and LEA's—All IEU's and LEA's provide inservice training to local educators on education of the gifted and talented.

RHODE ISLAND

POLICY BASE

State Statutes

Rhode Island's statutes which govern programs for the gifted and talented are separate from statutes governing education of other exceptionalities.

There is hereby created a Rhode Island area advisory committee, consisting of one (1) superintendent of schools from each of the areas of the state determined by the commissioner of education; three (3) representatives-at-large from the superintendents and assistant superintendents of the state; and the president of the Rhode Island superintendents' association.

It shall be the duty of the area advisory committee to recommend to the commissioner of education: (a) programs within a school for gifted and talented children; (b) area programs for gifted and talented children; and (c) outside school programs for gifted and talented children, provided however, that no city or town shall participate or be required to participate in such programs without the affirmative vote of the respective school committees.

It shall be the duty of the commissioner of education to make regulations to be approved by the state board of education for the purpose of carrying out the intent of this chapter; such regulations to include: (a) criteria for determining who is to be included in the category of the gifted and talented child; (b) minimum criteria for the establishment of special facilities; and (c) methods of reimbursement to the cities and towns; provided, however, that reimbursement shall be made only on the basis of expenditures by the city or town for instructional salaries, textbooks and supplies.

(Chapter 42, Section 16-42.1, 16-42.4, 16-42.5)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Being developed.
- Identification Procedures—Being developed.
- Services—Being developed.
- State Plan—Being developed collaboratively by parents, university staff, local administrators, and the staff of the SEA.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Consultant for Program Development, with 15% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—Used Title III funds during 1975-76 and 1976-77. Amount not available.
- State—No funds during 1975-76 or 1976-77.

Documents

Written materials are being developed.

Other Resources

SEA unit responsible for gifted and talented also works with Title IV and Vocational Education, Planning and Research Division, and Special Education. Unit also works with Rhode Island State Council on the Arts.

SERVICES

Population

- Total School Population:
  1975-76: 176,317
  1976-77: 172,373
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: 1759
  Served 1975-76: DNR 1976-77: 1759

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

University of Rhode Island offers occasional course.

Inservice Training

- SEA—No inservice training sponsored during 1975-76 school year. One one-day workshop for local superintendents and one one-half day workshop for 30 teachers during 1976-77 school year.
- IEU's and LEA's—SEA does not maintain records.

SOUTH CAROLINA

POLICY BASE

State Statutes

South Carolina does not have any specific state statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted and talented children and youth are those identified by professionals and other qualified individuals as having outstanding abilities and who are capable of high performance. These are children and youth whose abilities, talents, and potential require qualitatively differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

  Children and youth capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: general intellectual ability; specific academic aptitude; creative or productive thinking; leadership ability; visual or performing arts; psychomotor ability.*

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* Functions as guidelines for awarding grants from SEA but are not currently adopted by State Board of Education.

- Identification—Identification and selection of students as gifted/talented must be determined through the use of multiple criteria: tests and measurements, standardized or observable; demonstrated or potential abilities as determined by qualified individuals or by other valid means, such as teacher nominations, peer nominations or parent questionnaires. No single tests, test score, other measurement, or nomination should be the determining factor. Interpretation of the data gathered is of the utmost importance in the identification and selection of students. Not to be overlooked are the following groups: racial and ethnic minority groups, the culturally different, the physically handicapped, the child who displays various types of classroom behavior problems.

A comprehensive assessment should include the following components:

(1) Description of the student's current functioning by the classroom teachers, peers, parents, or other parties on an appropriate referral form or checklist.
(2) Individual tests of intelligence or other measurements as deemed necessary by professionally qualified persons.
(3) Educational assessment, including achievement level and skills, strengths and weaknesses.
(4) Evaluation of communicative skills and language development.
(5) Objective description of the child's social and adaptive behavior.*

- Services—The district program is required . . . to make provisions for evaluation of the program(s). Some general principles that should be considered in an evaluation design are . . . the evaluation design should focus on (1) student progress and (2) program administration. Evaluation procedures should be related to the goals and objectives of the program and should reveal to what extent they have been accomplished . . . . Evaluation of students should be continuous throughout the program.*
- State Plan—Being developed collaboratively by SEA Task Force.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Coordinator of Programs for Gifted with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 3 full-time, 10 part-time; Educational: 26 full-time, 30 part-time.

Financial

- Federal—During 1975-76 received some funds through Title V. During 1976-77 used $55,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—Allocated $300,000 during 1975-76 and $350,000 during 1976-77.

Documents

(3 Documents from 10-state consortium)
"Gifted and Talented: An Identification Model"
"Alternative Programming for the Gifted"
"Guidelines for In-service Education: Gifted and Talented"

Other Resources

A Departmental Task Force consisting of representatives from School Services, Curriculum, Accreditation, and Vocational Offices are represented.

SERVICES

Population

- Total School Population:
  1975-76: 629,729
  1976-77: 620,711
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: 2312*

Programs

SEA reports most gifted and talented children are served in resource rooms at elementary level. Other programs include mentors, independent study and extended day mini-courses.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Clemson University (gr)
Francis Marion College (gr)
Furman University (gr)
University of South Carolina (gr)
Winthrop College (gr)

Inservice Training

- SEA—During 1975-76 sponsored training in school districts upon request. During 1976-77 sponsored two-week training institute for 30 teachers; a two day State Resource Cadre Leadership Training Workshop for 25 administrators and support services personnel. Also sponsored five two-day workshops for 20 school district teams who developed written plans for implementing gifted and talented programs in their districts.
- IEU's and LEA's—All 13 districts which received SEA grants during 1976-77 were required to provide inservice training.

SOUTH DAKOTA

POLICY BASE

State Statutes

South Dakota does not have any specific state statutes that govern or significantly affect education of the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—SEA uses definition listed below with special programming limited to intellectually gifted as defined: The Gifted and Talented students are those children and youth whose abilities, talents, and potential for accomplishment are outstanding in comparison with their peer group and/or the total school population. These are persons of exceptional promise in any of several fields, including the following: general intellectual ability, specific academic aptitude, creative thinking, leadership ability, visual or performing arts ability, psychomotor development.

An intellectually gifted child is one who has been determined by the local placement committee to have superior intellectual development and is capable of high performance, including demonstrated achievement or potential ability. A gifted child shall have an IQ of 130 or above as identified by a standardized individual test of intelligence.
(South Dakota State Plan for Gifted and Talented, 1973)

- Identification Procedures—No adopted policy.
- Services—No adopted policy.

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* Functions as guidelines for awarding grants from SEA but are not currently adopted by State Board of Education.

* Number served through 13 projects funded through SEA.

- State Plan—Working draft being revised collaboratively with teachers, psychologists, counselors, university staff, local administrators, and private citizens.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Director of Student Services and Gifted and Talented, with 50% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—Administrative: 2 full-time, Educational: 7 part-time.

Financial

- Federal—During 1975-76 no federal funds were used. During 1976-77 $55,000 was used from P.L. 93-380, Section 404, Gifted and Talented.
- State—No state allocations for 1975-76. During 1976-77 $22,000 in State funds used.

Documents

(3 Documents from 10-state consortium)
"Gifted and Talented: An Identification Model"
"Alternative Programming for the Gifted"
"Guidelines for In-Service Education: Gifted and Talented"

Other Resources

SEA unit responsible for gifted and talented in Student Services also works with Special Education and Title IVC within SEA and also with South Dakota Fine Arts Council and Vocation Education Agency.

SERVICES

Population

- Total School Population:
  1975-76: 151,217
  1976-77: 148,080
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: 400
  Served 1975-76: DNR 1976-77: 400

Programs

During the 1976-77 year, two mentorship programs served 200 students, one resource room served 100 students, and one resource teacher served 100 students.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Black Hills State College (ug and gr)
University of South Dakota (ug and gr)

Inservice Training

- SEA—During 1975-76 SEA sponsored four workshops for school district personnel and parents and one regional workshop for school personnel from several districts. During 1976-77 teams of educators and administrators from 20 school districts attended two-week summer institutes in adapting subject area curriculums for gifted and talented and development of program plans.
- IEU's and LEA's—SEA does not maintain records.

TENNESSEE

POLICY BASE

State Statutes

"Handicapped child" means handicapped children and youth between the ages of four (4) and twenty-one (21) years inclusive who have been certified under regulations of the state board of education by a specialist as being unsuited for enrollment in regular classes of the public schools or who are unable to be educated or trained adequately in such regular programs without the provision of special classes, instruction, facilities or related services, or a combination thereof. This term includes the educable, trainable and profoundly retarded; the speech and/or language impaired; the deaf and hearing impaired; the blind and visually limited; the physically handicapped and/or other health impairments including homebound, hospitalized and pregnancy; the learning disabled including perceptually handicapped, emotionally conflicted, functionally retarded, and socially maladjusted; the multiple handicapped; and the intellectually gifted; and any other child whose needs and abilities cannot be served in a regular classroom setting.

It is the policy of this state to provide, and to require school districts to provide, as an integral part of free public education, special education services sufficient to meet the needs and maximize the capabilities of handicapped children. The timely implementation of this policy to the end that all handicapped children actually receive the special education services necessary to their proper development is declared to be an integral part of the policy of this state. This section applies to all handicapped children regardless of the schools, institutions or programs by which such children are served.

The state board of education shall provide or cause to be provided by school districts all regular and special education, corrective and supportive services required by handicapped children to the end that they shall receive the benefits of a free public education appropriate to their needs. It shall be within the jurisdiction of the commissioner of education to organize and to supervise schools and classes according to the regulations and standards established for the conduct of schools and classes of the public school system in the state . . . .

(Tennessee Code, Chapter 29, 49-2912, 49-2913, and 49-2914)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—A child whose intellectual abilities and potential for accomplishment are so outstanding that they require a variety of special provisions to meet the established educational needs and who has an intelligence quotient at least two standard deviations above the norm as measured by an individual intelligence test is considered intellectually gifted.

(Rules, Regulations and Minimum Standards, Tennessee Board of Education, 1976)

- Identification Procedures—Criteria for Eligibility for Special Education Services

A child must have one or more of the following characteristics:

—Capabilities that exceed those of most children of the same chronological age range.

—Abilities considered consistently remarkable.

—Regular school curriculum barely approximates the demands of either learning capacity or the anticipated social roles of a child with this ability.

—Advanced interests and psychological maturity.

All available data (referral, screening, assessment, including certification by specialist) relevant to making recommendations for educational programming should be compiled for consideration by the multidisciplinary team (M-team). The purpose of the M-team is to recommend the appropriate educational program for the child through a careful evaluation of all data. All recommendations made

> by the M-team must be included in a written report which will also include specific educational objectives for the child.

(Rules, Regulations and Minimum Standards, Tennessee Board of Education, 1976)

- Services—Insufficient space to elaborate policies regarding services as all policies governing the education of children with special needs apply to the gifted. This includes standards for comprehensive services, least restrictive environment, variety of program options, individual education plans, due process, and evaluation of benefits to individuals.
- State Plan—"The Annual Rules, Regulations and Minimum Standards" operates as a plan for special education that includes gifted.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Chief of Curriculum for Handicapped, with 50% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—State does not maintain records.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—Allocations for gifted not separated in special education budget which was $45 to $50 million dollars in 1976-77.

Documents

"Rules, Regulations, Policies and Guidelines Governing the Development of Programs and Guidelines Governing the Development of Programs and Services for the Handicapped"

"Plan for Implementing a Comprehensive Student Evaluation Program"

Other Resources

Special Education also works with Curriculum Services of General Education, and Vocational Education.

SERVICES

Population

- Total School Population:
  1975-76: 876,926
  1976-77: 841,974
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: 6,000*
  Served 1975-76: DNR 1976-77: 6,000*

* Estimated number of gifted being served with written individualized educational programs.

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

George Peabody College
Memphis State University
University of Tennessee at Chattanooga
University of Tennessee at Knoxville

Inservice Training

- SEA—No sponsored training during 1975-76. During 1976-77 had weeklong conferences which served 1200 teachers in Special Education and three weeklong workshops for administrators on individualized educational programs for all of special education.
- IEU's and LEA's—All IEU's must conduct inservice training on special education.

TEXAS

POLICY BASE

State Statutes

House Bill 280, "Educational Programs for Gifted and Talented Students" has been passed but has not received any appropriations.

Major sections are:

The Central Education Agency shall establish a program for the provision of educational opportunities for gifted and talented students commensurate with their capabilities for learning and their special talents.

Gifted and talented students means students with extraordinary learning or leadership ability or outstanding talent in the creative or vocational arts whose development requires programs or services beyond the level of those ordinarily provided in regular school programs.

The Commissioner shall appoint a full-time director of programs for the gifted and talented. The director, with the approval of the State Board of Education, shall develop and annually update a state-wide plan for the provision and coordination of programs for the gifted and talented.

There shall be an Advisory Council on the education of the gifted and talented composed of nine citizens of the state who have demonstrated a competence for and an interest in the development of programs for the gifted and talented.

The director, with the approval of the State Board of Education, may establish demonstration programs for the education of gifted and talented students in various regions of the state.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—See "State Statutes" above. SEA also defines gifted and talented in their State Plan as:

> Those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: general intellectual ability; specific academic aptitude; creative or productive thinking; leadership ability; visual and performing arts; psychomotor ability.

- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—Adopted by State Board of Education in 1975. Developed by parents, university staff, legislators, private citizens, school board members, and SEA staff.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Program Director, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 46 part-time, Educational: 49 part-time.

Financial

- Federal—No funds during 1975-76. During 1976-77 used $89,000 from P.L. 93-380, Section 404, Gifted and Talented and used $482,963 for 16 totally gifted projects and $241,562 for partially gifted projects from Title IVC funds.
- State—No funds during 1975-76 or 1976-77.

Documents

Written materials are being developed.

Other Resources

The unit responsible for gifted and talented, the Division of Educational Programs for Special Populations works, with other SEA program divisions and the Texas Commission on the Arts and Humanities.

SERVICES

Population

- Total School Population:
  1975-76: 2,812,888
  1976-77: 2,822,754 (Data estimated by reporting state)
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs

SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Baylor University
Midwestern State University
Texas A & M University
Texas Tech University
Texas Women's University
University of Texas (at Austin and at Dallas)

Inservice Training

- SEA—No SEA-sponsored inservice training during 1975-76. During 1976-77 trained 112 administrators and educators from Regional Service Center Staff. Trainees attended three phases of training designed to enable recipients to develop written plans for developing programs.
- IEU's and LEA's—SEA does not maintain records.

UTAH

POLICY BASE

State Statutes

The words "state-supported minimum school program" or "minimum school program" mean school programs for kindergarten, elementary, and high schools as may be operated and maintained for the total of the following annual costs . . . . An amount of $137,000 for programs for gifted and talented students . . . .

The state's contribution of $137,000 for programs for gifted and talented students shall be allocated by the state board of education for programs for students who are gifted and talented under definitions and guidelines developed by the state board of education.

(53-7-16(12) and (12-j))

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Children and youth capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: any of the numerous intellectual abilities, special academic aptitude, creative or productive thinking; talents in visual and performing arts; and various psychomotor abilities.

(Standards and Guidelines for Gifted/Talented Programs, 1977)

- Identification—Procedures for identifying gifted and talented students should include, but not necessarily be limited to, the following features: appropriate objective evaluation instruments should be used; subjective, disciplined, judgmental evaluations by appropriate professionals should be used; annual identification procedures should be carried out.
- Services—All school districts or combinations of districts are eligible to participate in the program funding through competitive proposals submitted based on the standards and guidelines below.

1. Programs designed for gifted and talented students should be integrated into the regular school program.
2. Programs designed for gifted and talented students should provide alternatives rather than additions to the regular school program.
3. Identification of gifted and talented youth in all walks of life and in all areas of the state should be given continuing attention.
4. Gifted minority and handicapped children and youth should be given specific attention . . . .
   a. Appropriate objective evaluation instruments should be used.
   b. Subjective, disciplined, judgmental evaluations by appropriate professionals should be used.
   c. Annual identification procedures should be carried out . . .
5. . . .
6. Evaluation should be an integral part of the program and should be based upon adequate evaluative criteria . . . .
7. LEA's should be free to exercise a high degree of local option in the development of programs designed for the gifted and talented students.
8. The program should reach all children identified as gifted and talented at every grade level (including preschool) and in all curriculum areas.

(Standards, and Guidelines for Gifted/Talented Programs, 1977)

- State Plan—Being developed by teachers, parents, psychologists, university staff, administrators, and SEA personnel.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Consultant, with 50% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—SEA is developing records.

Financial

- Federal—No funds during 1975-76 or 1976-77.
- State—No allocation during 1975-76 but during 1976-77 allocated $137,000.

Documents

Materials disseminated as requested.

Other Resources

SEA unit works with others within the Office of Instructional Services as well as with Planning and Research, Staff Development Curriculum Division, and Vocational Education.

SERVICES

Population

- Total School Population:
  1975-76: 309,708
  1976-77: 314,471
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: 2086
  Served 1975-76: DNR 1976-77: 2086

Programs

SEA is developing records.

PROFESSIONAL PREPARATION

Institutions of Higher Education
University of Utah (ug)

Inservice Training

- SEA—No training sponsored during 1975-76. During 1976-77 sponsored: one week workshop for 40 program directors and a two-day workshop for personnel in programs funded by state.
- IEU's and LEA's—SEA is developing records.

VERMONT

POLICY BASE

State Statutes

Vermont reports that although gifted and talented are not specifically governed by state statutes, Chapter 101, Education of Handicapped Children is currently being interpreted to affect gifted children. Sections 2941 and 2942 are cited below:

> It is hereby declared to be the policy of the state to provide equal educational opportunities for all children in Vermont. The purpose of this chapter is to enable the state department of education to provide the special educational facilities and instruction which are necessary to meet the needs of handicapped children . . . .
>
> "Handicapped child," any child inhabitant of the state, under twenty-one years of age, whose education needs cannot adequately be provided for through the usual facilities and services of the public schools, school districts or state institutions because of physical or mental deviations of such child.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Being developed.
- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—Being developed by teachers, parents, students, psychologists, university staff, administrators, and SEA staff.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—Three positions: Director of Research and Development and Specialist on Research and Development, both with 20% time devoted to gifted and talented and salary support from federal funds, and Field Teacher, with 10% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 3 part-time; Educational: 1 full-time, 10 part-time.

Financial

- Federal—No funds during 1975-76 but used $10,000 in Title IVC funds, $5,000 in funds from Vocational Education Part D and some assistance from the Northeastern multi-state consortium funded by P.L. 93-380, Section 404, Gifted and Talented.
- State—No allocations during 1975-76 or 1976-77.

Documents
"Alternative Programming for the Gifted/Talented"
"A Package on Gifted and Talented Education for Educators"

Other Resources
SEA unit also works with all of the other five Divisions with SEA and with the Community College of Vermont.

SERVICES

Population

- Total School Population:
  1975-76: 63,090
  1976-77: 104,356
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: 4000
  Gifted 1975-76: DNR 1976-77: 200

Programs
During 1976-77 there were: two acceleration programs serving 40 students, one part-time program in science serving 40 students, two independent study programs serving 60 students, and enrichment program serving 60 students.

PROFESSIONAL PREPARATION

Institutions of Higher Education
Castleton State College (gr)

Inservice Training

- SEA—No training sponsored during 1975-76. During 1976-77 sponsored a two-day conference for 85 educators and parents on awareness and program development.
- IEU's and LEA's—An estimated 5% of the districts provide in-service training.

VIRGINIA

POLICY BASE

State Statutes

> Each school division shall provide differentiated instruction to increase educational challenges and to enrich the experience and opportunities available to gifted and talented students.
>
> High school students who begin advanced education, whether academic or vocational, before graduating from high school, shall be awarded a high school diploma upon satisfactory completion of their first year of advanced education, in accordance with regulations prescribed by the Board of Education.
>
> *(Code of Virginia, Chapter 714)*

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

  Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, psychomotor ability.

  (Superintendents Memorandum No. 6973, 1974)

- Identification Procedures—Gifted students, generally, are among those who meet or exceed at least one of the following two measurable criteria:

1. A score on standardized tests of ability (SCAT, STEA, etc.) that falls at least two standard deviations above the mean or at least above the 95th percentile.
2. A group intelligence quotient of 120 or higher . . . .

The talented student may or may not possess the characteristics as defined for the gifted student. Generally, talented students are those who demonstrate superior aptitudes or abilities (and outstanding leadership qualities) in: manipulative skills, mechanics, expressing ideas (oral or written), music, art, drama, dance, etc.

(Superintendents Memorandum No. 6973, 1975)

- Services—No adopted policy.
- State Plan—No adopted policy.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Director, Special Programs for the Gifted, with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—140 administrative and education personnel with designated responsibilities full- or part-time.

Financial

- Federal—During 1975-76 used $424,626 from Title IVC funds and used $427,084 from Title IVC funds during 1976-77.
- State—Approximately $1,400,000 in reimbursements to local districts annually for both 1975-76 and 1976-77 school years.

Documents

No written documents.

Other Resources

SEA unit responsible for gifted and talented works also with Career Education, Vocational Education and Elementary and Secondary Education.

SERVICES

Population

- Total School Population:
  1975-76: 1,103,669
  1976-77: 1,100,723
- Gifted and Talented Population:
  Identified 1975-76: 30,000 1976-77: 30,000
  Served 1975-76: 25,000 1976-77: 25,000

Programs

SEA reported summer programs, special class and enrichment but does not maintain records on number of programs or number of students served in each.

PROFESSIONAL PREPARATION

Institutions of Higher Education

College of William and Mary (ug)
James Madison University (ug)
University of Virginia (ug and gr)

Inservice Training

- SEA—No inservice training sponsored during 1975-76 or 1976-77.
- IEU's and LEA's—SEA does not maintain records.

WASHINGTON

POLICY BASE

State Statutes

There is established in the office of the state superintendent of public instruction a division of special education for students of superior capacity. Such students are those who consistently show remarkable performance in academic pursuits or demonstrate exceptional ability . . . .

The state superintendent of public instruction, within the scope of policies and regulations adopted by the state board of education, shall administer a program to improve the education of students of superior capacity; such program shall include conducting, coordinating and aiding in research (including pilot programs), disseminating information to local school districts, and allocating supplementary funds for excess costs when appropriated for this purpose by the legislature . . . .

Local school districts, whether separately or jointly may:

(1) Establish and operate special, seminar or augmented programs of education for superior students; and
(2) Employ and pay special instructors; and
(3) Establish and operate in conjunction with any institution of higher learning joint programs of education for superior students.

(RCW 28A, 16.010; RCW 28A, 16.020 and RCW 28A, 16.030)

Washington reports that the following statute has also significantly affected education of the gifted and talented:

Every school district board of directors, being accountable to the citizens within its district as to the education offered to the students therein, on or before September 1, 1977, by rule and regulation, shall develop a program identifying student learning objectives for their district for grades kindergarten through eight in the areas of language arts, reading, and math, and initiate implementation of such program on or before September 1, 1978 . . . .

(Senate Bill No. 3026, Chapter 90)

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—. . . a gifted student is defined as one who is identified by professionally qualified persons as having extra-ordinary intellectual and/or creative abilities which are demonstrated by high performance. Multiple criteria must be used to make any determination about a student's superior ability. For funding purposes, students identified by the above procedures must comprise no more than 3% of the student population in Washington State.

(Biennial Budget Estimates from Superintendent of Public Instruction, 1977)

- Identification Procedures—Being developed.
- Services—Being developed.
- State Plan—Developed by teachers, parents, psychologists, university staff, administrators, and SEA staff and approved by Superintendent but not State Board of Education.

RESOURCES

Personnel

- SEA—Two positions: Director and Consultant, each with 100% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—Administrative: 2 full-time.

Financial

- Federal—For the biennium 1975-77, used $80,000 in funds from Title IVC.
- State—During the 1974-76 biennium allocated $913,500. During the 1977-79 biennium allocated $981,000.

Documents

Written materials are being developed.

Other Resources

Unit responsible for gifted and talented also works with the Divisions of Financial Services; Vocational, Technical and Adult Services; Professional Services; and other units in Curriculum and Instruction Unit. Unit also works with National Endowments for the Arts Council.

SERVICES

Population

- Total School Population:
  1975-76: 785,449
  1976-77: 780,730
- Gifted and Talented Population:
  Identified 1975-76: 1300 1976-77: 1300
  Served 1975-76: 1300* 1976-77: 1300*

* Number served in 22 programs supported by state funds.

Programs

Twenty-two programs, supported through state funds, range in types of services from special classes and week-long workshops to mentor and part-time class programs.

PROFESSIONAL PREPARATION

Institutions of Higher Education

Central Washington State College (ug and gr)
Eastern Washington State College (ug)
Seattle University (ug)
University of Puget Sound (ug)
University of Washington (ug)
Washington State University (ug)
Western Washington State College (ug)

Inservice Training

- SEA—No training sponsored during 1975-76. During 1976-77 co-sponsored six-week teacher training course with the University of Washington. Course offered 22 teachers direct experience with gifted children as well as information on program development and implementation.
- IEU's and LEA's—SEA does not maintain records.

WEST VIRGINIA

POLICY BASE

State Statutes

In accordance with the following provisions, county boards of education throughout the state shall establish and maintain for all exceptional children between five and twenty-three years of age special educational programs, including but not limited to special schools, classes, regular classroom programs, home-teaching or visiting-teacher services for such type or classification as the state board of education shall approve. Provisions shall be made for educating such exceptional children (including the handicapped and the gifted) who differ from the average or normal in physical, mental or emotional characteristics, or in communicative or intellectual deviation characteristics, or in both communicative and intellectual deviation characteristics, to the extent that they cannot be educated safely or profitably in the regular classes of the public schools or to the extent that they need special educational provisions within the regular classroom in order to educate them in accordance with their capacities, limitations and needs.

By the school year beginning on the first day of July, one thousand nine hundred seventy-four, county boards of education shall establish and maintain these special educational programs, including but not limited to special schools, classes, regular class programs, home-teaching and visiting-teacher services. The state board of education shall adopt rules and regulations to advance and accomplish this program.
(H.B. 1271, Article 20)

Administrative Policy: Regulations, Rules, Gudelines, or By-Laws

- Definition—Intellectually gifted children are those children who fall at the top one percent (1%) level in general intellectual ability as measured by the Stanford-Binet Intelligence Scale or a comparable instrument.

(Guidelines for Special Education, 1975)

- Identification Procedures—Screening data previously accumulated will be made available to the local director of special education. Screening shall be done by using one of the following tests: Slosson Intelligence Test, California Test of Mental Maturity, Otis-Lennon.

An intelligence level shall be determined by an individual examination by a qualified examiner . . . . A minimum full-scale intelligence quotient of 130 points (two or more standard deviations above the average) should be required for consideration as a candidate for the program.

The intellectual efficiency of the child should be considered as well as his level of intelligence.

The social and emotional adjustment of the child should be additional considerations.

(Guidelines for Special Education, 1975)

- Services—The program for gifted children should be geared to *individual* development, and be both flexible and stimulating. Objectives should be set in terms of curriculum but not become rigid and demanding. Children should be involved in helping plan their program and not be limited by a structured curriculum.

Programs for gifted children can be organized in a variety of settings. This could include: special classes, resource rooms, or intinerant teacher services.

(Guidelines for Special Education, 1975)

- State Plan—Being developed.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—No designated position.
- IEU's and LEA's—Administrative: 55 part-time, Educational: 54 full-time.

Financial

- Federal—During 1975-76 used $163,071 from Title III funds. During 1976-77 used $11,750 in Title III funds and $47,293 in Title IVC funds.
- State—The state allocates money for "exceptional" children. Gifted and talented receive approximately 5% of the total exceptional budget or $225,000 during 1976-77.

Documents

"Guidelines for Special Education"

Other Resources

The Division of Special Education works with SEA curriculum specialists in art, music, science and with the Division of Learning Systems. The unit also works with the Fine Arts Council.

SERVICES

Population

- Total School Population:
  1975-76: 404,119
  1976-77: 404,771
- Gifted and Talented Population:
  Identified 1975-76: 1841 1976-77: DNR
  Served 1975-76: 1841 1976-77: DNR

Programs
SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education
Marshall University (gr)
West Virginia College of Graduate Studies (gr)

Inservice Training

- SEA—During 1976-77 the SEA co-sponsored a six-week summer institute in teacher training.
- IEU's and LEA's—SEA is developing records.

WISCONSIN

POLICY BASE

State Statutes

Wisconsin does not have any specific state statutes that govern or significantly affect education for the gifted and talented. Legislation will be introduced in the Fall, 1977 session of the legislature by the Wisconsin Council for Gifted.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—No adopted policy.
- Identification Procedures—Being developed.
- Services—Being developed.
- State Plan—Being developed collaboratively by teachers, parents, university staff, local administrators, and SEA staff.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position, Supervisor, Gifted and Talented, with 100% time devoted to gifted and talented and salary support from federal funds.
- IEU's and LEA's—Records are being developed by SEA.

Financial

- Federal—No funds during 1975-76. During 1976-77 used approximately $72,000 from Title IVC funds for three planning grants, and $200,000 in funds from P.L. 93-380, Section 404, Gifted and Talented, for a multi-state consortium.
- State—No funds during 1975-76 or 1976-77.

Documents
Written materials are being developed.

Other Resources
SEA unit responsible for gifted and talented works with curriculum specialists in math, language arts, science, and other areas. Unit also works with the State Superintendents' Advisory Committee for Gifted and Talented.

SERVICES

Population

- Total School Population:
  1975-76: 964,219
  1976-77: 945,337
- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: 1300*
  Served 1975-76: DNR 1976-77: 1300

* SEA does not maintain records but estimates that 1300 are served in federal and known local programs.

Programs
SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education
The University of Wisconsin at Madison, Milwaukee, Oshkosh, Stevens Point and Whitekater (gr)

Inservice Training

- SEA—During 1975-76 the SEA sponsored seven one-day regional workshops on general awareness and identification. During 1976-77 the SEA conducted workshops as requested by local districts.
- IEU's and LEA's—Records are being developed by SEA.

WYOMING

POLICY BASE

State Statutes

Wyoming does not have any specific state statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, and By-Laws

- Definition—No adopted policy.
- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—Developed by teachers, parents, university staff, administrators, private citizens, and SEA personnel and adopted in 1975.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: Gifted and Talented Consultant, with 50% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—During 1975-76 used $20,000 in Title III funds and $3,370 in Title V funds. During 1976-77 used $82,960 in Title IV funds and $55,000 in funds from P.L. 93-380, Section 404, Gifted and Talented.
- State—During 1975-76 the state appropriated $1,880 to supplement Title V funds. During 1976-77 appropriated $11,654 for SEA administrative costs.

Documents
(3 Documents from 10-state consortium)
"Gifted and Talented: An Identification Model"
"Alternative Programming for the Gifted"
"Guidelines for In-service Education: Gifted and Talented"

Other Resources
SEA unit responsible for gifted and talented works with other SEA units as well as the Social Services agency.

SERVICES

Population

- Total School Population:
  1975-76: 88,184
  1976-77: 90,587

- Gifted and Talented Population:
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: DNR 1976-77: DNR

Programs
SEA does not maintain records.

PROFESSIONAL PREPARATION

Institutions of Higher Education
University of Wyoming (gr)

Inservice Training

- SEA—During 1975-76 the SEA sponsored four awareness conferences for local school district personnel and other interested persons. During 1976-77 sponsored conferences in three districts for team of leaders and co-sponsored awareness workshop for 50 statewide participants. Also made presentations at State Vocational Conference and at a workshop of the Wyoming Association of Teachers of English.
- IEU's and LEA's—SEA does not maintain records.

PUERTO RICO

POLICY BASE

State Statutes
Puerto Rico does not have any specific statutes that govern or significantly affect education for the gifted and talented.

Administrative Policy: Regulations, Rules, Guidelines, or By-Laws

- Definition—No adopted policy.
- Identification Procedures—No adopted policy.
- Services—No adopted policy.
- State Plan—No adopted plan.

RESOURCES

Personnel with Designated Responsibilities in Gifted and Talented

- SEA—One position: General Supervisor II, with 80% time devoted to gifted and talented and salary support from state funds.
- IEU's and LEA's—SEA does not maintain records.

Financial

- Federal—During 1975-76 used $40,000 in funds to Federally Affected Areas for the Advanced Placement Programs. Information not available for 1976-77.
- State—No funds allocated during 1975-76. Information not available for 1976-77.

Documents
"Amplicación Del Programa de Nivel Avanzado; Normas Y Procedimientos Para Su Organización"
"Programa de Nivel Avanzado: Descriptión General"

Other Resources
No other resources.

SERVICES

Population

- Total School Population:
  1975-76: 697,159
  1976-77: 688,592
- Gifted and Talented Population
  Identified 1975-76: DNR 1976-77: DNR
  Served 1975-76: 4,166 1976-77: DNR

Programs
Advanced Placement Programs served 4,166 students during 1975-76.

PROFESSIONAL PREPARATION

Institutions of Higher Education
No institutions of higher education currently offer courses.

Inservice Training

- SEA—Sponsored training for approximately 100 teachers on the Advanced Placement Program.
- IEU's and LEA's—SEA does not maintain records.

BUREAU OF INDIAN AFFAIRS

The Bureau of Indian Affairs does not have any specific statutes, administrative policies, designated personnel, federal or state funds, documents, or other resources for education of the gifted and talented. The total number of students enrolled in Bureau of Indian Affairs schools was 45,609 in FY76. The Bureau does not maintain records on gifted and talented populations or programs. The Institute of American Indian Arts in Santa Fe, New Mexico was reported as an institution of higher education offering specific courses. The Bureau did not sponsor inservice training during 1975-76 or 1976-77 nor does it maintain records of inservice training provided by local school systems.

PROFILES FOR CANAL ZONE, TRUST TERRITORIES, AND VIRGIN ISLANDS

All of the above territories returned their surveys with all items answered with a response of "no". Therefore all reported that they currently do not have any policies, resources, services or professional preparation programs for education of the gifted and talented.

PROFILES FOR AMERICAN SAMOA AND GUAM

American Samoa and Guam did not return their surveys. According to conversations with representatives of their education agencies neither have policies, resources, services, or professional preparation programs for education of the gifted and talented. Guam, however, is currently initiating activities to develop educational programs for the gifted and talented.

APPENDIX A

Information Services for the Gifted and Talented

As part of the continuing effort on behalf of the gifted and talented, The Council for Exceptional Children responded to the Office of Gifted and Talented request for program proposals for the gifted and talented. A number of organizations competed for the one-year contract which was awarded to CEC on September 28, 1976.

The project, which is titled "Information Services for the Gifted and Talented," will be concerned with the development and production of five major information products:

1. *A report containing the results of a survey of all state education agencies concerning their programs for gifted and talented children.*
   The report will include information on the states' laws, policies, and plans, as well as resources and programs for students and for teacher preparation, and research activities.
2. *A guide to programs currently funded by the U.S. Office of Education, Office of Gifted and Talented, under the Special Projects Act (Section 404).*
   Each of these projects will be described regarding population, program, curriculum, administration, staffing, physical environment, as well as parent and community involvement.
3. *A series of information factsheets and pamphlets on the gifted and talented.*
   These will be designed to provide a variety of groups with basic information on such topics as creativity, disadvantaged gifted, handicapped gifted, developing programs for the gifted, and special information for parents of gifted children.
4. *A resource list of individuals and organizations involved in the education of gifted and talented students.*
   A listing of individuals and organizations noting special experience and knowledge to assist the Office of Gifted and Talented in locating the right resource for specific needs.
5. *A monograph on prospective program ideas and teaching strategies for the culturally different gifted child.*
   Leaders in the area of gifted and talented and related areas will contribute to this volume.

The director of the project will be Donald Erickson, who is assisted by a full-time staff composed of two Educational Specialists, Patricia Bruce and John Grossi, and a Secretary, Jean Mecartney. Also assisting in the development of the products will be June Jordan, Alan Abeson, and Angeline Gialas.

Appendix B

Cover Letter For Survey

We need your assistance in completing a survey of the current status of educational programs for gifted and talented children in the United States. The information is being sought by the U.S. Office of Education, Office of Gifted and Talented. The Council for Exceptional Children, a professional organization of 65,000 educational practitioners and administrators, is under contract with the Office of Gifted and Talented to conduct the survey and complete a report of the results.

The survey is designed to collect information regarding policies, programs, preparation of professionals and resources in the education of the gifted and talented. The information that your office provides will serve many individuals and agencies concerned with initiating, maintaining, improving and measuring progress in the development of the policy base and delivery of appropriate educational services to gifted and talented children.

This survey has received approval and clearance from the following agencies and organizations:

Committee on Evaluation and Information Systems, Council of Chief State School Officers
Educational Data Acquisition Council, U.S. Office of Education
The Office of Management and Budget

Upon completion of the data analysis we will provide you with a report of the results of the survey. This should enable you to locate programs and resources throughout the country which would be of interest to you and others in your state.

We recognize that completing the survey may require some time and effort but assure you that your thoughtful attention to the questions will provide data of critical importance in improving and expanding programs for gifted and talented children.

The survey should be returned to us by June 30, 1977.

We appreciate your cooperation and are willing to assist you with any informational needs concerning the survey. To aid in returning the survey, we have enclosed a preaddressed envelope.

Sincerely,

William Geer
Executive Director

Appendix C

Instructions for Completing the Survey

Complete *ALL* questions that apply to your state education agency (SEA).

- Most questions can be answered by placing a check by the appropriate box next to your answer in the space provided or by checking the categories in the spaces provided.
- If there are questions that you answer with qualifications because of unique factors in your situation or an unclear question, feel comfortable in writing qualifying comments directly on the survey.
- Definitions for terminology in the survey: *Gifted and Talented.* For the purposes of this survey gifted and talented will be defined according to the regulations for programs and projects of the Office of Gifted and Talented, U.S. Office of Education. Gifted and talented are defined as children or youth, who have been identified at the preschool, elementary, or secondary level as (1) possessing demonstrated or potential intellectual, creative or specific academic abilities, or leadership capability, or talent in the performing or visual arts, and (2) needing differentiated education or services beyond those being provided by the regular school system to the average student in order to realize these potentialities. *Programs.* A special planned set of activities for one or more gifted and talented students that may be provided by a local education agency, intermediate education unit and/or state education agency. *State Plan.* A state plan is a written statement which sets goals and objectives for the creation of the program for the gifted and talented.
- Please note that a pre-addressed envelope is provided for your use in returning the survey.
- Inquiries regarding the survey should be addressed to:

  Patricia Bruce
  Educational Specialist
  Information Services for the Gifted & Talented
  The Council for Exceptional Children
  1920 Association Drive
  Reston, Virginia 22091
  (703) 620-3660
  (800) 336-3728 (toll free)

Appendix D

Survey of State Education Provisions for the Gifted and Talented (Sample)

OMB No. 51-S77013
Expires: December 1977

Name of Respondent: ______________________________
____
Telephone Number: ______________________________
Title: ______________________________
Agency: ______________________________
Address: ______________________________
____

"This report is authorized by law [20 U.S.C. 1863(b); 45 C.F.R. 160(b)]. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely."

OE Form 9064, 5/77

POLICY BASE

Laws

- Does your state have specific statutes that govern educational programs for gifted and talented children and youth?
  YES ☐ NO ☐ DON'T KNOW ☐
  If YES, please send* a copy of the statutes.
- Are there any other state statutes which significantly affect education for the gifted and talented?
  YES ☐ NO ☐ DON'T KNOW ☐
  If YES, please send* a copy of the statutes.

ADMINISTRATIVE POLICY: REGULATIONS, RULES, GUIDELINES OR BY-LAWS

- Does your state have administrative policies that set forth specific definitions for the gifted and talented?
  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐
  If YES, please attach a copy.
- Has your state adopted policies prescribing procedures for identification of the gifted and talented?
  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐
  If YES, please attach a copy then read the instructions below and complete the information.

INSTRUCTIONS: Although most states use measures of general intellectual ability, such as standardized intelligence tests, the United States Office of Education is interested in identification procedures for all the ability areas listed in their definition of the gifted and talented (see Instruction Sheet). Please indicate on the next page the existence of state policies for identification of gifted and talented under the ability areas listed. For each area in which you indicate a response of YES, please describe your procedures. In your description include the names of tests or devices or other identification procedures. Indicate which procedures are required or recommended by the state and the minimum score or ranking a student must achieve to be considered for placement in a program for the gifted and talented.

- Has your state adopted policies prescribing procedures for identification of children with high performance in:
  - general intellectual ability?
    YES ☐ (description below) BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐
    ____
    ____
    ____

** The Council for Exceptional Children will reimburse you for the cost of xeroxing and mailing any copies or written materials requested in this survey. Please just let us know the amount.*

— specific academic aptitude?
YES ☐ (description below) BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

____
____
____

— creative or productive thinking?
YES ☐ (description below) BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

____
____
____

— leadership ability?
YES ☐ (description below) BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

____
____
____

— visual and performing arts?
YES ☐ (description below) BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

____
____
____

— psychomotor ability?
YES ☐ (description below) BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

____
____
____

- Has your state adopted policies prescribing special procedures for identification of gifted and talented from special populations (e.g., bilingual, economically disadvantaged, minorities)?
  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐
  If YES, please send a copy.
- Has your state adopted policies regarding criteria for evaluation of gifted and talented programs?
  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐
  If YES, please send a copy.

State Plans

- Is there an adopted written state plan for the education of the gifted and talented?
  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐
  If YES, please send us a copy and complete the information below:
  — Year adopted: ____
  — Persons involved in the formulation of the plan: (please check those that apply)

teachers ☐
parents ☐
students ☐
psychologists ☐
counselors ☐

university professors and staff ☐
local administrators ☐
legislators ☐
Governor's staff ☐

private citizens ☐
other professionals (please list) ☐
____
____
others (please list) ☐
____

RESOURCES

Personnel

- Please complete the information below to describe the positions within your state education agency with designated responsibilities in the area of the gifted and talented.

Title	Is position currently filled?	% of time devoted to gifted and talented	Source of Salary Support for responsibilities in area of gifted & talented % state	% federal

- Does your state education agency maintain records of numbers of personnel with designated responsibilities in the area of the gifted and talented who are employed by intermediate or local education agencies?
  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐
  If YES, please complete the information below. If data is not available under any category, write N/A (not applicable).

Job Classification	Number of persons with full-time responsibilities in gifted & talented	Number of persons with part-time responsibilities in gifted & talented
Official/Administrative		
Professional-Educational		
Other		

- Does your administrative unit work with other SEA units to provide services for the gifted and talented?
  YES ☐ NO ☐ DON'T KNOW ☐
  If YES, please list the units and describe the nature and extent of the services provided.

- Does your SEA work with other state agencies to provide services to the gifted and talented?
  YES ☐ NO ☐ DON'T KNOW ☐
  If YES, please list the agencies and describe the nature and extent of the services provided.

Financial

- Did your state specifically earmark or otherwise allocate any federal money to provide educational services for the gifted and talented within your state during the school year 1975-1976?
  YES ☐ NO ☐ DON'T KNOW ☐
  If YES, please list the federal programs and the total dollars used from these programs.

- Was money specifically allocated within your SEA budget for education of the gifted and talented during the school year 1975-1976?

  YES ☐ NO ☐ DON'T KNOW ☐

  If YES, please write the amount of the allocation and indicate what percentage this was of your total SEA budget.

  Amount: ____ Percent: ____

Documents

- Does your SEA have written materials to assist local school systems in developing programs for the gifted and talented?

  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

  If YES, please send us a copy of these materials.

CHILDREN

Gifted and Talented School Population

- Does your SEA maintain records on the number of students enrolled in public schools, grades K - 12, who were identified as gifted and talented and who received special services?

  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

  If YES, please provide the following information for the school year 1975-1976.

  Total number identified: ____

  Total number served: ____

- Does your state education agency maintain records on the number of students identified as gifted and talented and/or receiving special services by any or all of the ability areas outlined in the USOE definition? (See Instruction Sheet)

  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

  If YES, please complete the information below. If data is not available under any category write N/A (not applicable). The figures you provide below do not have to equal the total of the figures provided in the item on the previous page.

Ability Area	Number Identified	Number Served
general intellectual ability		
specific academic aptitude		
creative or productive thinking		
leadership ability		
visual and performing arts		
psychomotor ability		

- Does your SEA maintain records on the types of services provided for the gifted and talented within your state during the school year 1975-1976? (Examples: special classes, summer programs, etc.)

  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

  If YES, list the types of services below and indicate, when possible, the number of programs and students served. The total of the column "Number of Students Served" does not have to equal the total provided in the previous question.

Type of Services	Number of Programs	Number of Students Served

(Additional listings may be enclosed on a separate sheet.)

- Does your SEA maintain records on programs within your state during the school year 1975-1976 which were designed to reach the gifted and talented in rural areas?

  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

  If YES, please describe the programs below:

  ____

  ____

  ____

  (Additional information may be enclosed on a separate sheet.)

TEACHER OR ADMINISTRATOR PREPARATION

- Within your state are there institutions of higher education which provide one or more specific courses in the education of the gifted and talented?

  YES ☐ NO ☐ DON'T KNOW ☐

  If YES, please list the full name of the institutions below.

  Name: ______________________________
  undergraduate level ☐ graduate level ☐
  Name: ______________________________
  undergraduate level ☐ graduate level ☐
  Name: ______________________________
  undergraduate level ☐ graduate level ☐
  Name: ______________________________
  undergraduate level ☐ graduate level ☐
  Name: ______________________________
  undergraduate level ☐ graduate level ☐

  (Additional listings may be enclosed on a separate sheet.)

Inservice Training

- Was any inservice training in education of the gifted and talented sponsored by your SEA during the 1975-1976 school year?

  YES ☐ NO ☐ DON'T KNOW ☐

  If YES, please complete the information below. For each area in which you indicate a response of YES, please describe the training. In your description include the nature, frequency and the approximate number of persons reached by the training.

- Was inservice training in education of the gifted and talented sponsored by your SEA, during the 1975-1976 school year, for:

  — regular classroom teachers?

  YES ☐ (description below) NO ☐ DON'T KNOW ☐

  ____

  ____

  ____

  — teachers of gifted and talented?

  YES ☐ (description below) NO ☐ DON'T KNOW ☐

  ____

  ____

  ____

  — teachers of handicapped?

  YES ☐ (description below) NO ☐ DON'T KNOW ☐

  ____

  ____

  ____

— support services personnel?
YES ☐ (description below) NO ☐ DON'T KNOW ☐

— official/administrative personnel?
YES ☐ (description below) NO ☐ DON'T KNOW ☐

— parents?
YES ☐ (description below) NO ☐ DON'T KNOW ☐

— other (please specify) ______________________________ ?
YES ☐ (description below) NO ☐ DON'T KNOW ☐

(Additional information may be enclosed on a separate sheet.)

- Does your SEA maintain records on the percent of local education agencies which provide inservice training to local teachers and/or administrators regarding educational and other needs of gifted and talented children and youth?

  YES ☐ BEING DEVELOPED ☐ NO ☐ DON'T KNOW ☐

  If YES, please indicate this percent.

  Percent: ____

- Name any other organizations, agencies or institutions which are not part of the SEA or LEA who have provided major assistance to your state and/or local agencies with inservice training, for example, a university staff or special project.

Please feel free to provide additional information or comments in the space below.

LIST OF DOCUMENTS REQUESTED IN THIS SURVEY

- State statutes that specifically govern education for the gifted and talented.
- Other state statutes that directly affect education for the gifted and talented.
- Regulations, guidelines, by-laws and administrative policy on education of the gifted and talented regarding:
  - — definitions of the gifted and talented.
  - — identification procedures for the gifted and talented.
  - — criteria for evaluation of programs for the gifted and talented.
- Written state plans for the education of the gifted and talented.
- Written materials produced by your agency to assist school systems in developing programs for the gifted and talented.

Your assistance on this survey is appreciated. We will send you a copy of the report by October 30, 1977. Please return the completed survey to:

Information Services for the Gifted & Talented
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Inquiries regarding the survey should be directed to:

Patricia Bruce
(703) 620-3660
(800) 336-3728 (toll free)